

SOUTH AFRICAN LIBRARIES

THE UNIVERSITY
OF MICHIGAN

JAN 27 1960

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The Official Organ of the South African Library Association

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RUNNING TOO FAST TO READ?

THE *Times Educational Supplement*, which under its present editorship is one of the liveliest and most informative of current weekly reviews, has recently carried several articles and letters on an accomplishment that most practising librarians somewhat innocently take for granted: the art of reading. It reports, for example, the results of a recent enquiry into "the habits and accomplishments of 6,000 young men and girls", which revealed that "between 24 and 40 per cent of them read nothing, not even the newspaper, other than their school books, assuming that they are still at school . . . Only 7 per cent of those living in the country and 4 per cent of the youth in the towns read cultural publications – novels, biographies, etc." The unlettered in this case are not the English, nor even those whipping boys, the South Africans, but the French. The columnist goes on to say that nowadays people under thirty know Meredith only from the crossword puzzle while Dickens and Thackeray will soon be in the same case. "People may regret that youngsters are missing an older generation's pleasures, but does it really matter if the youngsters are getting their fun somewhere?"

This impish trailing of the coat will no doubt draw the taurine attention of those among us who believe that something in this argument matters very much. We are not thinking – in particular – of television, still, in South Africa, a forbidden bag of tricks: a modern means of communication which, properly handled, has a good deal to be said for it as a potential stretcher of minds. In this connection the *T.E.S.* had a recent contribution from a teacher in an American school in England where Dickens was "put over" educationally on TV, without stimulating a single wish on the part of the pupils to want to read, or know more about, his works!

We are thinking rather of reading, and the ability to read, in the sense that it was used recently by the President of the Library Association of Australia when he said: "The reader must be joint author of whatever he really understands."¹ As another librarian from the Southern Seas has put it: "it is not because the radio programme turns someone to a book that it is good; it is good because it has started some action. Mere passivity, mere acceptance of entertainment, without the spectator, the hearer becoming joint author of it, that is what is so damaging."² How much of the vast increase in book circulations in our own library services during the past 15 years can be brought within this definition of *active* reading with the reader as a co-participant? A good deal, perhaps.

¹ Quoted in F. A. Sandall's *Presidential address* to the New Zealand Library Association. (*N. Z. Libraries*, March–April, 1959, p. 20.)

² *ibid.*

Of course, we simply do not know. There is, indeed, little enough data of a *factual* kind about the quality of South African reading; as Professor Geoffrey Cronjé pointed out at Pretoria two years ago, practically no serious work on this subject has yet been done. Thus, librarians, for the most part, work with people who have been "taught to read at school". But to what extent, for instance, have our methods of teaching reading produced in the present South African generation results similar to those recently described by President Conant of Harvard:¹ "15 per cent of high school students in America to-day who are not mentally deficient are virtually illiterate, incapable of learning from the texts of their grades. Forty per cent of school-children develop serious remedial problems: and by my own observations not more than 25 per cent of our school population can read up to their capacities. We have high-school graduates who have not done any sustained, responsible reading during their school years"?

Two articles in the present issue of *South African Libraries* have a direct bearing on these fundamental questions. The first, by the Director of Education in Transvaal, Dr. van Wyk, describes the elaborate, comprehensive and highly centralised school library system that has been built up in that Province during recent years, its theory, *rationale* and organisation: we have still to test its product, the reading Transvaler, and the extent to which he has been trained and stimulated to think for himself and resist the pressures of a materialistic culture. The second, describing a modest pilot survey carried out recently in Bulawayo, points the way to a scientific approach to the whole problem under discussion – the reading opportunities, capacities and accomplishments not only of the child at school, but of the child in his total environment. It is on him, after all, that the future of the world depends.

D.H. VARLEY

THE UNIVERSITY LIBRARY IN THE UNITED STATES TO-DAY

"In contrast to ten years ago, one finds far greater emphasis being placed on the development of the content of universities than on their administration, and while many of the leading librarians are fine administrators, a great many more now combine these abilities with the qualities of the scholar and humanist". This is one of many interesting points made by Mr. J.W. Perry, Librarian of the University of Natal, in a Report on a visit to University libraries in the U.S. made from December 1958 to March 1959 under the auspices of the Carnegie Corporation of New York. Copies are obtainable from Mr. Perry.

LIBRARY STUDY GRANT IN THE U.S.

The first award to a South African under a project jointly sponsored by the United States Government and the American Library Association, has been made to Miss M. Veldsman, a Coloured librarian on the staff of the City Libraries, Cape Town. Miss Veldsman, after graduating at the University of Cape Town, obtained the Diploma and Higher Certificate at the University of Cape Town Library School and joined the City Libraries in 1955. The grant is for a year's study and Miss Veldsman will be working for most of this time at the Minneapolis Public Library.

¹ In his *The American High School To-day*, 1959. Quoted in *T.E.S.*, 24 July 1959, p. 99, column 3.

THE CONFERENCE OF AFRICAN WRITERS, 1959

by

RANDOLPH VIGNE

[The Literature Commission of the Continuation Committee of South African Churches invited 89 writers in Bantu languages and a large number of other delegates to a Conference at Atteridgeville, Pretoria, from 7-9 July, 1959. The following account has been specially written for *South African Libraries* by a participant who is also a Cape Town publisher. *Ed.*]

A FEW YEARS AGO, not even the most patriotic of us would have seen South Africa as a nest of singing birds. The phrase "South African writers" to some connoted those popular authors of veld sagas, with footnotes explaining *aasvoël* and *kopje*, and to others, the fathers of the Afrikaans language. But modern times have seen a continuous succession of lectures, articles, seminars, essays on the subject of South African writing. In 1956 a conference of English writers, lecturers and publishers was held in Johannesburg, and its proceedings published. The "establishment" of Afrikaans writers has solidified, and the Akademie vir Wetenskap en Kuns has honoured, encouraged and rewarded writers in Afrikaans to good effect. The Wonder van Afrikaans celebrations of 1959 have impressed upon the public not only the history of Afrikaans literature, but the existence of a group of writers who are keeping alive South African literature in Afrikaans.

Up till now the literature of the black people of South Africa has been left out of it. Dr. R.H.W. Shepherd and the late Professor D.D.T. Jabavu both encouraged African writers and introduced them to others, and, more recently, Dr. A.C. Jordan's articles in *Africa South* have given us a glimpse of the substance that is there. But apart from these there has been a great silence.

Outside South Africa the world's new fascination with Africa has its literary side. An English and a German collection of African writing have appeared since 1958, while more than a few novelists from other parts of Africa are to be seen in English and French publishers' lists. There is no cause for surprise if South African students of literature should start to

look for the African writers among us, should condone their apparent absence, and even find them where they do not exist. The search for the African writer is on, even if he is expected to produce something in English or Afrikaans that can compare with European models, rather than the new forms that might come from a brand new literature.

Against this background, a historic meeting of African writers took place in Pretoria in July, 1959. Perhaps because it contained no "names", it did not excite the press or the watchers for the rise of an African Dickens. There was scarcely a writer known to the whites, no Peter Abrahams, Ezekiel Mphahlele nor Can Themba, and the celebrated Africans that whites may have heard of - Vilakazi, Mqhayi, Mofolo, Plaatje, Jabavu - are all no more. The literary talent spotters would have been disappointed, for among the 89 writers assembled, there were very few whose names will ever be seen in *The London Magazine* or *Présence Africaine*. But in this, the biggest, and most representative literary conference ever held among any group in South Africa, the broader picture of South African literature has been wonderfully filled in, although not so much in the content of the papers offered, or even in much of the discussion, or the resolutions. The conference saw the healthiest possible exchange of ideas, the bright glare of truth on problems of languages, ideas, and experience, and above all, the transformation of a group of people who arrived as teachers, clerks, mission workers, court interpreters into the same number of *writers*, most of them conscious of some sort of common purpose in their work both as writers and as South African writers. This happy outcome of the

conference should please those who seek in it proof of a step forward towards the building up of our own literature.

But there are two other most important stand-points from which the conference must be viewed. One of these is that of the convenors – the Continuation Committee of South African Churches, who set up a Literature Commission at their 1956 conference on Christian Literature for the Bantu of Southern Africa. Their aim was to assist “the production of literature and the training of authors writing in a Bantu language” by holding such a conference. This literature, the Chairman, Ds. C. B. Brink, described as the “conveying to paper (of the writers’) noblest thoughts, their highest ideals and the most profound truths that fill their hearts”. To the convenors, the literature they sought to encourage was very much a Christianizing weapon, a means of saving Africans from “slipping again into the abysmal depths and folly of ignorance and unenlightenment.”

The Chairman also expressed the third point of view by urging that Africans write in “their own languages”. “The nations that have made their full contribution to the development of thought in all fields of human endeavour, have done so in their own languages. Africa should breathe and speak in the language of the children of Africa. Unless that happens, its best achievement will be no more than a weak imitation of what others have said and done.”

From these points of view, the strictly literary, the Christian, and the Bantu *eiesoortige*, it is instructive to assess contributions made at the conference, and the response to them and to the conference as a whole.

Under Ds. C.B. Brink’s friendly and polite chairmanship, there were seven speakers. The Rev. J.J.R. Jolobe, Xhosa essayist and poet of Lovedale, spoke on “The writer”; a senior Bantu Education official, Dr. H.J. van Zyl on “Problems of the Bantu author and guiding hints”; Professor C.L.S. Nyembezi of the Bantu Languages department at Fort Hare on “Problems of the author”, Dr. C.J. Oosthuizen, editor of *Bona*, on “The manuscript”; Professor D. Ziervogel of the University of South Africa, Mr. G.F. Laurence, a publisher, and Mr. J. Semmelink a mission and Christian literature worker, on “Types of manuscripts”, “The book publisher” and “A cata-

logue” (of Bantu publications). At the conference the speakers briefly introduced their papers, which had been sent to all delegates and observers before-hand. The contents were simple and informative, and the curious are now able to read them either in English or in Afrikaans in the South African and other libraries. In themselves, they contain nothing very stimulating or even new. Useful professional advice abounds in them, and there is no question but that the most basic and simple of hints are there because of the speakers’ knowledge of the wants of the writers they address, not because of any naivety. For the advice the papers contain they are useful references for writers: they could certainly make up the main material for a simple handbook for African writers.

Naivety is certainly there as well, and a schoolmasterish note, which could have been compensated by a paper from a white writer of English or Afrikaans amongst the speakers. If the most celebrated English writers appeared too much committed to an attitude diametrically opposed to that of Drs. van Zyl and Oosthuizen, someone like Mr. Stuart Cloete or Mrs. Millin might have harmonized it to the best advantage.

* * *

But it was in the frank and lively discussion that followed the speakers’ introduction of their papers that the truths of the conference emerged.

To appreciate the value of these truths, one should form an idea of the kinds of people present. Among the conference papers the published attendance register can be consulted for detail and for interesting break-downs of the academic qualifications, types of books produced, religions and ages of the 89, with lists of the 80-odd white and black delegates from churches, missions, mission presses, government and education departments, and literature bureaux. Almost half of the authors came from the Transvaal, a quarter from the Cape (all Xhosas except one man from Vryburg), and the others from Natal (7), Basutoland (5), the Orange Free State (4), Southern Rhodesia (3), and Nyasaland (2). The large majority were in their thirties and forties. Twenty-three of them had university degrees. The delegates took up about the front third of the enormous

new hall in Atteridgeville location, where all the Africans were housed.

The biggest single category of works published by the 89 was of novels, with poetry (37) second and, strangely, plays (28) third. It was obvious from much that was said that the great majority of the books were only read in the schools and universities; some of the authors had written school text-books only. The absence of the reading habit among the Bantu-speaking population, and poverty as an obstacle to book-buying, were facts that the conference tended to avoid, although the majority of the writers probably aspired to achieving an adult reading public. These two facts account for the absence of a real book trade among the Africans, and were probably another incentive for the calling of the conference.

Probably a majority of the writers spoke during the two-and-a-half day discussions. A few were not at home in English, the language of the conference, one or two, as at all conferences, talked nonsense or too much, but the standard in general was extremely high. Among the best speakers were Mr. M.J. Madiba, a Sepedi author and Bantu Education supervisor, Dr. M.O.M. Seboni of Fort Hare, Mr. E. L. Ntloedibe of the Johannesburg Magistrate's Court, Mr. J.M. Mohapeloa, school inspector in Basutoland, Professor Nyembezi, and two well-known political leaders, Mr. R. M. Sobukwe of Witwatersrand University and Mr. Jordan K. Ngubane, the Natal journalist. There was a forest of hands raised when each questioner had had his say, and through the questions about style, technique, publishers' contracts, vocabulary, the main threads ran clearly. These contrasted Bantu languages with English as a medium, raised the uncomfortable question of themes - whether or not African writers in South Africa could tell the truth about themselves and the country and still be published; and entwined with these, the question whether those present should see themselves first and foremost as Bantu writers or simply as writers.

The language issue has been best summarized by an Institute of Race Relations observer. He quotes Dr. H.J. van Zyl: "If a talented person with an aptitude for writing chooses to write in a foreign language, it is a loss to his own language which rightfully has a claim on his talents", and comments thus: "This attitude was strongly challenged by a small

number of authors in discussion. Reference was made to the large number of African dialects and to the fact that in order to reach a wider public one must use a language which is more widely known... More than one speaker warned against the tendency towards an excessive and irrational veneration of one's own language, which inevitably leads to exclusiveness." This observer states that "several official addresses and papers stressed the belief that the vernacular was the best, if not the only, medium in which authors should express themselves, though the conference was not intended to promote vernacular writing at the expense of English or Afrikaans". The few who challenged this were not opposed by supporters of the official speaker's views and it might be a fair conclusion to say that the conference as a whole did not endorse this plea that every author write only in his own language.

The first requirement of "the author's attitude towards his own language" laid down by Dr. H.J. van Zyl was that he must love and have faith in the future of his language, placing it above others. This devotion was expressed by several speakers on another subject. This concerned the setting up of a Bantu Languages Academy, a proposal that was before the conference. Professor Nyembezi had said of this: "Such a body should comprise people of standing whose knowledge of the language is undisputed. The membership should be African and if there are any white people at all they should be present only in an advisory capacity." It was significant that the writers acclaimed their languages on this score, often criticizing the universities' and churches' roles, while they would not agree to the proposition that they should write in their own languages only. (At an Africans-only reception after the second day one of the authors spoke enthusiastically about this official "line" and was shouted down at once.)

Perhaps the great issue of the writer's medium was not fully comprehended, and much one-sided arguing came both from the platform and the floor. The choice for many lies between imperfect expression in a world language, with the chance of a world readership, and loyal confinement to an African vernacular with a readership that can be, as in Tsonga and Venda, as few as one thousand. Translation was offered as a way out, and the grinding discipline of English to a writer not born to it was

acknowledged. The faulty but interesting analogy between Latin to medieval Europe, and English to emerging Africa might have cheered those who rejected the vernacular as their only medium. Only Joseph Conrad was mentioned as a foreigner who "made good" in English, which was small comfort indeed.

On the subject of themes, much was said that sounded challenging and outspoken but on closer examination was cancelled out by known facts. Writers complained that they were forced to conceal the truth about society, and to falsify attitudes and manners of speech. The conference was told that publishers would not look at manuscripts that did otherwise. It was clear, however, that the market for all these writers' wares lay in the schools, something for which the publishers could not be blamed. Writers felt that they and their readers had to "wear blinkers" on this account, but the moral was inferred that it lay with the writers themselves to build up a demand for books that might break through the barriers of poverty and, eventually, ignorance. One speaker eloquently dissected the whole body of English and Afrikaans fiction in which African characters appear and found only inaccurate stereotypes. Yet, he said, African writers were powerless to correct this.

All the English novels he criticized had appeared in England or America, where, of course, it was not only possible for an African writer to publish a book that hid no evil, but where there would be a positive demand for such a book. Yet he would not find a publisher if the book were written in a Bantu language. So the vernacular confines him not only in readership but in theme.

Though it would be a mistake to judge too generally by the words of these few expressive malcontents, the attention and applause they received indicated some acceptance of their ideas, and a weakening of the notion that those present were a subspecies called Bantu writers and not writers in the full sense.

* * *

On the opening night the Chairman welcomed the delegates and observers, described the events which had led to the calling of the conference, and announced that the Ford Foundation had granted £6,108 to his committee for its work. The Rev. J.J.R. Jolobe

then introduced his paper and was immediately questioned by three of the writers who channelled so much of the following day's discussion towards the topics already described. On the remaining day, the conference listened to Mr. G.F. Laurence of Juta's demonstrate on a blackboard the points in his paper "The publisher". The discussion which followed, with Mr. Leo Marquard and other publishers giving their views, was valuable in a simple, practical way. Most of the writers were uninformed about publishing problems, considering themselves like all authors the victims of publishers' stinginess and dilatoriness, and much useful advice was added to that in the papers of the previous day. The overlapping of the material is more apparent in the collected papers of the conference than it was during the sittings.

The reiterating of plain facts about the machinery of publishing, school-book distribution, the book trade, categories and techniques of writing, and presentation of manuscripts did not seem to displease the writers, who were noticeably anxious to learn all they could about these matters.

Yet there has been criticism of this aspect in the non-white press. A reporter wrote in *The World* that, after a brief incident on the opening night when the Chairman called a speaker to order: "the little excitement caused by his attack soon died down and the talks once again rambled on peacefully. For the rest of the three days the authors rattled on about problems that could have been solved in any high school classroom." But nobody at the conference objected to the level of the talks, which reminded this observer of "lecturers given to toddlers in a kindergarten".

A more sophisticated strain might have been heard if African newspapermen had been invited as writers, but there was no one from the Bantu Press newspapers, *Golden City Post* or *Drum*. This was a pity, for journalism seems at present the best training ground for the few African writers who are not tied to the school-book market.

On this final day less time was devoted to Mr. J. Semmelink's plan for a complete catalogue of books in Bantu languages, though a resolution supporting it and asking that it be published and kept up to date was passed. Mr. Semmelink outlined the idea of book classification, described his procedure and

called on authors for their support by giving certain information (such as a 20-50 word synopsis in English or Afrikaans) with each manuscript submitted to a publisher. So far he has catalogued over 800 titles, the largest numbers being in S. Sotho (231), Xhosa (154) and Zulu (133), and the rest in Tswana, Tsonga-Shangaan, Pedi, Nyanja and Shona (all of which languages, and more, were represented at the conference).

The conference also resolved to ask the Continuation Committee and Literature Commission of South African Churches to establish a Bureau of Literacy and Literature "to assist in combating illiteracy among the adult non-white people of the Union". Finally after an election between the Rev. Mr. Jolobe and Mr. R.M. Sobukwe, respectively of the evangelical and radical approach, a committee was appointed to investigate the feasibility of setting up an Academy of Bantu Languages, to work for the highest standards in orthography and vocabulary. The members chosen were Ds. C.B. Brink, Professors C.L.S. Nye-

mbezi and G.P. Lestrade, Messrs. J.M. Madiba and J.M. Mohapeloa, Dr. M.O.M. Seboni and the Rev. J.J.R. Jolobe. Tangled and thorny problems of Bantu orthography, such as Basutoland's resistance to the Union's demand for a new S. Sotho orthography, will face this committee. The carrying out of all these resolutions will be assisted by the Ford Foundation Grant.

The conference ended in an atmosphere of gratification and warmth. For all it was a rich and memorable experience. If the writers politely turned down the suggestion that they should always place their own languages above others, and even if the call for Christian literature did not get the response the convenors hoped for, though there is no way of telling this, the conference was a milestone in progress. For many now possessed for the first time a feeling of belonging to a brave new literature, that might help to express the rich and baffling mixture of cultures and traditions that belong to South Africa as a whole.

DIE TRANSVAALSE ONDERWYSBIBLIOTEEKSTELSEL¹

deur

DR. A. H. DU P. VAN WYK

Direkteur van Onderwys, Transvaal

OPVOEDING IS, breed gestel, leiding by die groei van die mens. Vir die Onderwysdepartement is die voorwerp van hierdie leiding die kind en die doel daarvan om die vermoëns van elke kind intellektueel, moreel, emosioneel, fisies en sosiaal te ontgin, sodat daardie kind nie alleen 'n bate vir die maatskappy sal wees nie, maar terselfdertyd die volste, vrugbaarste en gelukkigste lewe sal voer. Ter bereiking van sy doel gebruik onderwys besondere en geselekteerde middele en metodes, elk waarvan 'n gedeelte daarvan uitmaak. Hierdie metodes is kragteloos tensy hulle sentraal beheer, geïntegreer en met die doel gekorreleer word.

Maar onderwys as organisme bestaan nie slegs uit sy afsonderlike dele nie. Dit is 'n groot totaliteit wat deur die integrering van sy bestanddele 'n gestalte aanneem wat in die geheel oneindig groter is as die blote som of optelling van daardie afsonderlike dele.

Een van hierdie essensiële dele, middele of metodes van die onderwys is die Onderwysbiblioteekdiens. Om die Onderwysbiblioteekdiens te begryp en na waarde te kan skat, is dit dus vanselfsprekend 'n voorvereiste om die hele bestaan, wese en funksie daarvan in sy enigste regverdigbare raamwerk, te wete dié van die onderwys, te sien.

Vir die onderwys is sy Onderwysbiblioteekdiens 'n onvervangbare instrument waardeur die organisering, die beskikbaarstelling, die ontleding en ontginning van die boek en aanverwante materiaal én die inhoud daarvan op so 'n onderwysgerigte wyse onderneem en bevorder word, dat dit as 'n kragmiddelpunt dien vir elke aspek van die onderwysprogram en vir elke kind en onderwyser, student en dosent, amptenaar en afdeling wat deel daarvan uitmaak.

Dat die basiese elemente van sodanige Onder-

wysbiblioteekdiens dus moet wees 'n professionele Onderwysbiblioteek, Onderwyskollegebiblioteke en skoolbiblioteke, is reeds lank gelede deur die Transvaalse Onderwysdepartement in beginsel aanvaar. Tot die volle verwesenliking daarvan is eers in werklikheid in 1951 oorgegaan. Voor 1951 het daar bestaan 'n klein departementele bibliotekie vir onderwysers en amptenare, sowel as kollege- en skoolbiblioteke, maar oor die algemeen was daar min sprake van professionele organisasie of bevredigende onderwysintegrering. In 1951 is al hierdie fragmentariese dienste saamgesnoer en uitgebou tot een hegte *Biblioteekdiens* aan die sentrale organisasie waarvan vandag 28 blanke personeellede, van wie – in die geval van senior poste – onderwys- sowel as biblioteekwesekwalifikasies en -ervaring vereis word, verbonde is. Die betekenis van hierdie Diens vir die Departement word weerspieël nie alleen deur die feit dat jaarliks bykans £200,000 (kapitaaldienste uitgesluit) daaraan bestee word nie, maar dat dit status geniet gelykstaande aan dié van ander professionele afdelings soos die Onderwysburo en die Sielkundige en Voorligtingsdiens.

In die lig van wat ek reeds gesê het, sal dit duidelik wees dat hierdie Biblioteekdiens alles behalwe maar net nog 'n groot afsonderlike biblioteekorganisasie is. Nee, dit is net so 'n integrerende deel van die Onderwysdepartement as die skool, die leergang en die klas-kamer. Trouens hierdie Biblioteekdiens is so suiwer onderwys dat dit net sowel die naam kon gedra het van Buro vir opvoedkundige dienste.

¹ Toespraak voor die Suid-Afrikaanse Biblioteekvereniging, Noord-Transvaalse Tak, in die ou Staatsmodelskool, van der Waltstraat, Pretoria op Donderdag, 25 Junie 1959.

Hierdie inherente andersoortigheid van die T.O.D.-Biblioteekdiens ten opsigte van ander biblioteke en biblioteekdienste doen egter nie af aan die feit nie dat die Biblioteekdiens, netsoos die Onderwysdepartement waaraan hy sy bestaansreg ontleen, hom deurgaans beywer om vriendskaplike betrekkinge met ander biblioteke en biblioteekinstellings te handhaaf. Ook daarom neem ek graag die geleentheid te baat om u 'n kort oorsig van ons Biblioteekdiens te gee, met dien verstande dat dit as 'n inpassende prentjie in die onderwysraamwerk beskou sal word.

DIE SENTRALE BIBLIOTEEKDIENS

Die sentrale Biblioteekdiens is die as van die wiel van alle onderwysbiblioteekaktiwiteite in die Onderwysdepartement. Onderwyskollegebiblioteke vorm deel hiervan, maar die funksie van die Biblioteekdiens in hierdie verband is oorwegend koördinerend en raadgevend. Hoewel ons onderwyskollegebiblioteke 'n interessante en oor die algemeen bevreemdende stadium van ontwikkeling tegemoet gaan ten opsigte van professionele personeel en voorraadvoorsiening, spesiale biblioteekgeboue, die dosering van Skoolbiblioteekwese deur voltydse dosente en algemene voldoening aan hulle belangrike funksie in die opleiding van onderwysers, moet ek my vanaand hoofsaaklik by die twee groot sentrale afdelings van die Biblioteekdiens bepaal. Hierdie is die *Onderwysbiblioteek-* en die *Skoolbiblioteekafdeling*. Die instelling van 'n derde groot en komplementêre afdeling, naamlik dié vir *Oudio-visuele onderwys* in al sy vertakkinge, word as 'n logiese stap beskou en in die nabye vooruitsig gestel. Die *Onderwysbiblioteekafdeling* - gehuisves in die Noordelike vlerk van hierdie geskiedkundige ou Staatsmodelskoolgebou wat nou reeds so klein geword het vir al die werksaamhede van die Biblioteekdiens dat vyf hutte op die terrein ook betrek is - is alles behalwe 'n passiewe boekdiens. Dit is 'n uiters aktiewe en gespesialiseerde onderwysdiens aan elke persoon in diens van die Departement sowel as aan student-onderwysers. Wat aktuele, uitgesproke behoeftes betref, word 'n spoeddiens gelewer, en word alle benodigde materiaal ook van oorsee geleen, dit wil sê indien dit in die onderwysbestek val. Navrae wat nie hierop betrekking het nie, word na openbare en ander biblioteke verwys.

Soos paslik in 'n Onderwysbiblioteek, word potensiële behoeftes aan die hand van leer-gange, nuwe onderwysontwikkelinge en veranderende onderwysbeleid voortdurend vooruitbepaal en wat meer is, gestimuleer, nie slegs deur gereelde aankondigingslyste van nuwe aanwinste nie, maar deur gespesialiseerde bibliografieë wat in oorlegpleging met die betrokke onderwysdeskundiges saamgestel en aan elke skool versprei word. So bv. is, in opdrag van die Departement en in die nouste samewerking met die departementele Komitee vir Sosiale Studies, etlike maande gewerk aan 'n bibliografie wat in die nuwe proefondervindelike leergang geïnkorporeer is. Die gebruik van die materiaal aldus na vore gebring en ontleed, maak 'n belangrike vereiste uit vir die geslaagde proefneming, al dan nie, in verband met hierdie nuwe vak in ons laerskole. Hand aan hand met die gedifferensieerde onderwysbeleid gaan ook die lektuurlyste wat integreer met elke aspek van nuwe leergange soos dié vir Voorligting en Volkekundige Studies, terwyl behoeftes in verband met onderwysaspekte soos Remediële Onderrig, Oudio-visuele Onderwys en die onderrig van die tweede taal, ook van tyd tot tyd intensief aandag ontvang. Vir die onderwysnavorsers en departementele komitees, oor watter aspekte van die onderwys ookal, speel die Onderwysbiblioteek verder die rol van bibliografiese navorsers wat materiaal en inligting ontleen en sif, verkry, orden en beskikbaar stel. In die proses word kontak gemaak met die belangrikste onderwysinrigtings en -liggame dwarsdeur die wêreld. As apparaat vir die Onderwysburo, lewer die Onderwysbiblioteek ook 'n noodsaaklike bydrae in die navorsingswerk wat lei tot die uiteindelijke bepaling van onderwysbeleid.

Die boekevoorraad wat tans op 50,000 staan en 'n waardevolle argief van ou onderwyshandboeke en opvoedkundige werke insluit, word aangevul deur bykans 700 vaktydskrifte, 'n uitgebreide versameling van illustrasies en oorspronklike skilderye én depots van goedgekeurde boeke vir klasgebruik en strokiesfilms.

Om saam te vat, die Onderwysbiblioteek is nie slegs 'n klaringshuis van materiaal en inligting nie, maar 'n kanaal en 'n buro waardeur 'n uiters belangrike bydrae gelewer word om onderwys dinamies te hou en verstarring te verhoed.

DIE SKOOLBIBLIOTEEKAFDELING

In noue koördinasie met die Onderwysbiblioteekafdeling en logies saamgebund deur die gemeenskaplike onderwysdoel, staan die *Skoolbiblioteekafdeling* wat nie slegs sentrale masjinerie vir die opbouing van onderwysgeïntegreerde skoolbiblioteke uitmaak nie, maar die gedagte, die kennis en die besieling van die progressiewe opvoedkundige Skoolbiblioteekwese na skole tot in die verste uithoek van Transvaal uitdra, kanaliseer en sistematiseer.

Oor min aspekte van die onderwys, waarskynlik omdat dit in hierdie land so jonk is, bestaan daar vandag nog soveel misverstand en selfs wanopvatting as oor die skoolbiblioteek en Skoolbiblioteekwese. Skoolbiblioteekwese word lig verwar met algemene biblioteekwese en die skoolbiblioteek beskou as 'n swak, ontoereikende miniatuur van die kinderafdeling van die openbare biblioteek. So 'n opvatting kan maklik tot die vraag lei: Maar waarom moet daar dan skoolbiblioteke as volwaardige entiteite bestaan? Dit is tog seker onekonomies en daarby oorvleuelend met kinderbiblioteke wat reeds tot die beskikking van die kind is. Moet die twee soorte biblioteke dan nie minstens gedeeltelik kombineer nie? As antwoord gee ek u eerstens 'n aanhaling uit 'n artikel geskryf deur 'n skool- en 'n kinderbibliotekaris soos dit verskyn het in Desember 1955 in *Top of the News*, die orgaan van die Division for children and young people, American Library Association – veelseggend omdat die opset in Amerika so anders is as hier, want skole en openbare biblioteke ressorteer naamlik albei onder plaaslike bestuur – met ander woorde daar is geen outonome Onderwysdepartement nie:

“The necessary differences in immediate objectives, clientèle and climate of operation call for distinct and separate types of service ... The public library's paramount characteristics are its informality and the voluntary nature of its use. Along with the school library its primary objectives are education and enrichment of life. The school library, unlike the public library, is not a separate and distinct institution, but is an essential part of another institution – the school. Its philosophy and aims are defined by the school itself and it operates within the scope

and framework of the school. It is this distinguishing characteristic which determines its policies, materials, activities and services ... The citizen and taxpayer sometimes find it difficult to understand the need for these two types of library in a single community. The reason is doubtless due to lack of understanding of the purposes and methods of each, and uncertainty as to the financial future ... Many situations which have attempted some sort of *joint* enterprise have contributed to misunderstanding and a sense of mistrust ... In other cases the public library has established a branch in the school building ... Few such attempts have been successful. The basic differences pointed out above between the purposes and methods of the two kinds of libraries create an apparently insoluble situation ... Surely the solution to these misdirected attempts at economy is a recognition on the part of public authorities of the need for both agencies in a community. No one questions the right of a school to have a school orchestra while the city contributes to the support of the municipal orchestra. Baltimore city helps to maintain the Municipal Museum, the Baltimore Museum of Arts, and the Maryland Academy of Sciences. They are all museums, but their purposes are entirely different, and no one suggests they combine.”

Ek wil verder gaan en beklemtoon dat die doelgerigte, onverbrokkelde skoolbiblioteek vandag nie net 'n integrerende deel van die onderwysprogram is nie, maar nog veel meer: dit is 'n kragssentrale wat vir toevoer sorg na elke klaskamer en na elke aspek van die skoolmilieu, vir elke vak, elke les, elke metode, elke eksamen, elke aktiwiteit en elke belangstelling in die hele proses van opvoeding en onderwys wat die kind deurloop. Dit is nie slegs 'n intellektuele en estetiese sentrum nie, dit is nie beperk tot sy vier dooie mure nie. Dit is soos gepoog is om enigsins uit te beeld in die film *Die Skoolbiblioteek*, 'n sentrale laboratorium vir alles en almal én die inhoud en invloed daarvan infiltreer nie slegs elke hoekie van die skoolterrein nie, maar ook die lewe self omdat dit deel is van die opvoeding wat die kind ontvang. Die wetenskap van die organisasie van so 'n onderwysfunksionele skoolbiblioteek, is Skoolbiblioteekwese. Skool-

biblioteekwese is nie 'n vereenvoudigde, verwaterde algemene biblioteekwese nie. Ten opsigte van suiwer biblioteekstandaarde mag dit minder wees, maar ten opsigte van die opvoedkunde is dit veel meer, want elke metode, elke roetine en elke aspek is hervorm, uitgebou en geskep om met die ganse opvoedingsproses te integreer en dit te verryk.

Ek gaan nog verder en konstateer dat hierdie onderwysgeïntegreerde skoolbiblioteek as onaan-tasbare entiteit vandag 'n voorvereiste is vir die geslaagde implementering van gedifferensieerde onderwys, want sonder die selfaktiwiteit, die self-doen, die self-dink van die leerling sal die ontginning en ontwikkeling van sy ingebore talente en vermoëns teorie bly.

Die ontwikkeling en uitbouing van sy *opvoedkundig-geïntegreerde* skoolbiblioteke is vir die Transvaalse Onderwysdepartement daarom 'n saak waaroor nie gearbitreer mag word nie. Dit is suiwer erns!

Of ons stelsel ekonomies is? In terme van geld is daar geen opsig waarin dit as onekonomies bewys kan word nie. Intendeel, die feit dat die hele onderwysmasjinerie met al sy afdelings en vertakkinge, professioneel sowel as administratief, tot die beskikking van ons skoolbiblioteek- en hele Onderwysbiblioteekstelsel is, bring in verskeie opsigte werklike besparing mee. Maar selfs indien dit nie die geval was nie, sou die blote maatstaf van geld nie toegelaat geword het om af te doen aan die integriteit van die metodes en kanale waardeer die meer onmeetbare waardes van opvoeding en onderwys bepaal moet word nie.

Veel vordering is gemaak. Hoewel ons skoolbiblioteekstelsel reeds in baie opsigte gunstig en soms meer as gunstig vergelyk met dié in ander wêrelddele, gaan ons Onderwysdepartement egter nie tevrede wees alvorens elke skoolbiblioteek in elke skool die hoogs doeltreffende onderwysinstrument is soos beoog nie en lê 'n groot ontwikkelingsprogram nog voor.

Vir die basiese opbouing van skoolbiblioteke is nodig, om dit elementêr te stel: *voorraad, huisvesting, 'n skoolbibliotekaris, organisasie en gebruik*. Ek beskryf baie kortliks ons beleid en dienste in elke verband.

VOORRAAD

Daar is vandag bykans 2½ miljoen boeke met 'n jaarlikse sirkulasie van 5½ miljoen in Trans-

vaalse skoolbiblioteke. Laasgenoemde syfer het betrekking slegs op leerlinge vanaf st. 2. Die huidige posisie is dus dat daar gemiddeld 7 skoolbiblioteekboeke vir elk van die 343,548 leerlinge in Transvaal is, afgesien van die T.O.D.-Biblioteekdienslenings wat ek aanstons sal noem. Met inagneming van die gesonde minimumstandaarde vir kleiner skole en ander faktore, soos balans van voorraad, vergelyk die boekevoorraad in ons skoolbiblioteke bepaald goed met dié in ander lande, hoewel die beoogde standaard nog nie bereik is nie. Kwantitatiewe vereistes is vanselfsprekend vir ons van die eerste belang, maar ook die kwalitatiewe aspek van voorraadvorsiening ontvang deurentyd aandag, want indien ons skoolbiblioteke aan die onderwyseise moet voldoen, moet daar 'n ruim en gebalanseerde voorsiening in al die soorte van leesstof wees, hoewel dit altyd in gedagte gehou moet word dat die skool nie 'n statiese nie, maar 'n wisselende bevolking het.

Vir die eendragtige uitvoering van sy doel benodig die Transvaalse Onderwysdepartement in elke skool 'n hegte, *opvoedkundig-gesentraliseerde* skoolbiblioteek, wat die skool se eie blywende besitting en trots is en wat sy eie inspanning en inisiatief waardig is. Elke boek, hetsy parate naslaanwerk, vakliteratuur of verhalende lektuur – en die gesonde verhouding word bewerkstellig – moet as 'n instrument tot die doel kan dien, die beste van sy soort wees en aan die individuele behoeftes van daardie skool voldoen.

Aanvulling of vervanging van gedeeltes van skoolbiblioteekvoorraad deur openbare biblioteke of ander instansies van buite is 'n saak waaroor daar dwarsdeur die wêreld al veel gepraat en geskryf is én waaroor daar waarskynlik altyd uiteenlopende menings sal bestaan. Aan die een kant word geredeneer dat dit nie saak maak hoe of deur wie boeke verskaf word nie, boeke bly boeke en solank daar maar baie hiervan verkry kan word, behoort vriendelike aanbiedinge altyd op prys gestel te word. Aan die ander kant word daarop gewys dat *eerstens* die skoolbiblioteekvoorraad nie 'n dooie spul boeke is nie, maar 'n afgeronde, sorgvuldig gebalanseerde, doelmatig-uitgesoekte, geïntegreerde onderwysinstrument, waarin elke boek sy besondere funksie het; *tweedens* 'n swerwende of deels swerwende voorraad indruis teen die aanvaarde opvoedkundige beginsel van 'n eie, deurleefde besit-

ting, plig en oogmerk én *derdens* die leen van boeke van buite die inherente gevaar van verdeelde beheer en botsende oogmerke die geslote onderwyseenheid binnedra.

Hierdie Onderwysdepartement het voor 1951 ge-eksperimenteer, maar vandag is sy behoefte aan skoolbiblioteke wat direk onderwysbruikbaar is, so aktueel dat hy hom moet vereenselwig met die laasgenoemde skool van mening, soos onder andere soos volg uiteengesit in *School libraries to-day*, Joint Report of a Panel of the School Library Association and the School Libraries Section of the Library Association of Great Britain (1950):

"It is necessary at this point to refer to a suggestion which has recently been put forward (in the McColvin Report and in the Proposals issued by the Library Association) that it is the function of the school to provide books needed for "work", but of the public library to provide books of a "recreational" nature. We regard such a distinction as impracticable, and any arrangement founded on it as undesirable and educationally indefensible. Our reasons are as follows (ek noem slegs enkele):

- (a) it conveys a false impression of the purpose of education, which is the development of the whole personality;
- (b) wherever teaching is alive the distinction between "work" and "recreation" has less and less meaning".

En verder: "It is equally important that the collection shall be a permanent possession of the school, and not a loan, however long it may be. It is an essential educational tool, no less so than classroom books or any other apparatus of the school. A library built up by the school acquires a personality and character; furthermore the sense of possession is more likely to inspire interest and a feeling of responsibility. The situation will not arise in which a popular book is "here this term, gone the next", and the disadvantages of a sort of "dual control" will be avoided.

On the above grounds we consider that the provision and maintenance of the library in schools should be a function of the educational authority".

Die voorsiening van ons skoolbiblioteekvoorraad berus op 'n toewysingstelsel. Elke skool ontvang 'n *jaarlikse toewysing* soos volg bereken:

Laerskole: £10 + 1/6 per leerling

Hoërskole: £10 + 1/9 per leerling

Minimum: £20.

Vir nuwe skole of bestaande skole met nuwe skoolbiblioteke is daar ook 'n *aanvangstoeuysing* van £50 + 5/- vir elke leerling in laerskole en £100 + 7/6 per leerling vir hoërskole. Elke skool is verder jaarliks geregtig op 'n *£-vir-£-toewysing* waaraan daar geen plafon gestel is nie. Pragtige inisiatief word in hierdie verband aan die dag gelê. Daar is talle skole wat periodiek groot bedrae op dié wyse aan skoolbiblioteekboeke bestee en op 'n keer vir soveel as £2,000 boeke aankoop.

Benewens die toewysings, word *lenings* wat versigtig en volgens onderwysnorme sowel as individuele behoeftes van skole aangekoop is, ook deur die Biblioteekdiens aan nuwe en ander hulpbehoewende skole verskaf. Indien dit blyk dat 'n skool 'n lening langer as drie jaar benodig, word dit aan hom geskenk. Hierdie versameling bestaan tans uit meer as 60,000 boeke. Dit word egter voortdurend uitgebrei.

Die voorsiening van skoolbiblioteekvoorraad moet noodwendig gepaard gaan met *seleksie* en *instandhouding*. Positiewe leiding in die seleksie van boeke is uiters belangrik, want sonder onderwysbruikbare voorraad is ons skoolbiblioteke nutteloos. Vir hierdie doel gebruik die Departement nie 'n arbitrêre komitee van vrywilligers nie, maar die onderwyserbibliotekaris van sy eie Biblioteekdiens, persone wat as oud-onderwysers en bibliotekaris geskool is in die beleid, behoeftes en norme van die onderwys sowel as in kennis van boeke én wat tewens die menings van vakdeskundiges in die Departement tot hulle beskikking het. Boeke en tydskrifte wat skole wil aankoop, word volgens genoemde opvoedkundige norme, wat aanpas by die huishoudelike onderwysbeleid gekeur én wenke vir die doeltreffendste besteding van die fondse aan die hand gedoen. Hierdie positiewe leiding word aangevul deur 'n halfjaarlikse publikasie, die *Boekegids*, wat egter slegs 'n leidraad is en tot die inhoud waarvan geen skool homself hoef te beperk nie. Baie skole verklaar egter dat hulle nóg die tyd nóg die kennis het om self deeglike evaluasie te onderneem en daarom verkies om hulle op die *Boekegids* te verlaat. Hierdie publikasie is in wye aanvraag in ander provinsies, Suidwes en Rhodesië. Die Kaaplandse Onderwysdepartement alleen het 2,500 eksemplare van die vorige kumulatiewe uitgawe aangekoop.

Die aanvullende Junie-uitgawe dien ook as algemene skoolbiblioteekorgaan.

Gegee 'n gesonde hoeveelheid geskikte voorraad in ons skoolbiblioteke, moet die doeltreffende instandhouding daarvan bewerkstellig word, want die progressiewe skoolbiblioteek kan geen *boekbegraafplaas* wees nie. In 1951 is dus 'n *herbindskema* ingestel. Hiervolgens word skole van die kleinste tot die grootste in staat gestel om sonder enige koste aan hulle kant jaarliks van 30 tot 500 boeke te laat herbind. Die Biblioteekdiens beskik oor die dienste van twee herbindkontraakteurs, maar behartig self die administrasie en organisasie van die stelsel wat nou 78,000 boeke per jaar behels.

Vanaf 1958 word, bo en behalwe die jaarlikse herbindkwota wat regstreeks aan skole toegeken word, skole verder in die geleentheid gestel om agterstand in te haal deur middel van herbind op die £-vir-£-stelsel.

Hierdie groot skema is geen meganiese diens nie. Dit gaan gepaard met keuring, want geen ongeskikte boek word herbind nie, en met professionele hulp, soos bv. in verband met klassifikasie, want die korrekte standnommers moet in die herbindproses aangebring word.

HUISVESTING

Ek kom nou by die huisvesting van hierdie boeke in ons skole. Behalwe in die junior afdeling, dit wil sê grade tot en met st. I, waar biblioteekboekies in elke klaskamer aan die doel beantwoord, word die ou onopvoedkundige klasstelsel vervang deur kragtig-gesentraliseerde skoolbiblioteke waar die hele breë stroom van kennis op geordende wyse tot die beskikking van elke kind en onderwyser gestel word. Dit is verblydend dat op datum ruim 70 persent van ons skoolbiblioteke in Transvaal reeds gesentraliseer is – teenoor 61 persent in die V.S.A. volgens jongste gegewens beskikbaar.

Hiervoor word die verskaffing van doeltreffende, toegeruste skoolbiblioteekgeboue ewe as dié van ander onderwysfasiliteite soos klaskamers, laboratoriums, ens. deur die Departement as 'n vanselfsprekende vereiste aanvaar.

Die oorgrote meerderheid hoërskole beskik reeds oor doeltreffende skoolbiblioteekgeboue van minstens 1,200 vk. vt. afgesien van werkkamer en koerantleeskamer én waar dit nog nie

die geval is nie, word voorsiening in die onmiddellike vooruitsig gestel. Wat laerskole betref, is in 1955 begin met die aanbou van biblioteke van 800 vk. vt. en werkkamer aan skole met 'n inskrywing bo 200 en word pragtige vordering met die inhaal van die agterstand gemaak. Ek moet terloops daarop wys dat die film *Die skoolbiblioteek* in die verband reeds verouderd is. Dieselfde laerskool wat naamlik hierin besig is om 'n ou voorraadkamer in te rig, beskik vandag oor 'n pragtig-toegeruste skoolbiblioteekgebou. Elke nuwe volrangse skoolgebou sluit *ipso facto* 'n skoolbiblioteek in, terwyl die aanbou van sale by bestaande skole gepaard gaan met skoolbiblioteke waar dit nog ontbreek. Laasgenoemde geskied teen ten minste 20 per jaar. Sedert 1948 het die hele saak van skoolbiblioteekbeplanning veel aandag ontvang en is navorsing gedoen ten einde te verseker dat dit tredhou met die vereistes van die praktyk. Waar moontlik, word skoolbiblioteke in 'n sentraalgeleë posisie op die grondvloer geplaas, want leerlinge besoek dit nie alleen klasgewyse gedurende biblioteekperiodes en individueel gedurende skoolure nie, maar ook voor en na skool en selfs op Saterdagoggende. Omdat ons soos Sir Richard Livingstone, die bekende Britse opvoedkundige, glo dat „the most important room in any school is the library”, word nie slegs die nodige boeke en tydskrifrakke, toonbank, ens. voorsien nie, maar ook gepoog om dit 'n aangename plek te maak, onder andere deur die elektriese verwarmingstelsel, die kleurskema, die gebruik van 'n mooi ligte hardhout, wat deur baie skole aangevul word deur nog mooier gordyne as wat die Departement kan verskaf, tapyte, skilderye, beeldhouwerk, asook uitstallings van stofomslae, boeke, kunsvoorwerpe en gereelde blomrangskikkings.

Skole wat oor sodanige standaard-skoolbiblioteke beskik, kan verdere toebehore wat nie in die bouplan ingesluit word nie op dieselfde wyse *gratis* bekom as ander skole wat leë klaskamers, portale, ens. vir biblioteekdoeleindes moet inrig tot tyd en wyl hulle beplande biblioteke ontvang. Daar is naamlik 'n *Katalogus van meubels en benodigdhede vir skoolbiblioteke* waarop alle verkrygbare items verskyn. Afgesien van die gewone rakke, is daar die tydskrif- en koerantrakke, kataloguskabinet, uitleenlaattjies, prentekabinet, boekwaentjie, boekstutte, rakgidse, muurhorlosie, gordyne, pamfletdose en skryfbenodigdhede soos kaartjies, sakkies en

registers. Dit is 'n taak van die Biblioteekdiens om nie alleen te help met die ontwerp en stelsel van beskikbaarstelling van al hierdie items nie, maar ook om elke skool met raad en daad by te staan én om as skakelliggaam die aandag van die Departement te vestig op nuwe behoeftes, soos bv. beter huisvesting van oudio-visuele hulpmiddele en nog ruimer biblioteek-akkommodasie vir groter skole.

SKOOLBIBLIOTEKARIS

Boeke en geboue is egter nog geen skoolbiblioteek nie. Vir hierdie om lewe en doel en betekenis te kry, moet ons die *Skoolbibliotekaris* hê. Wie moet hy wees en wat verwag ons van hom?

As eerste vereiste stel ons dat hierdie Skoolbibliotekaris 'n onderwyser moet wees. Wat die ondervinding ons geleer het, word skynbaar wyd beaam. Reeds in 1936 het die Carnegie-Kommissie van Ondersoek na hoërskoolbiblioteke in Groot Brittanje gesê: "It is a matter of prime importance that the librarian should have the training, the experience and the status of the teacher". In *School libraries to-day*, waarna ek reeds verwys het, word dit so gestel: „Above all it should be realized that this is educationally a key position and calls for a teacher of high qualifications in temperament, taste and knowledge". Hulle en ons gaan dus verder as die Amerikaanse Biblioteekvereniging, wat in die publikasie *The School Library Supervisor* (1956) p. 22, die volgende vereiste stel: "The school librarian in any school must have a teachers' certificate".

Maar nie elke onderwyser is 'n uitgesogte skoolbibliotekaris nie. 'n Liefde vir boeke en lees is nie genoeg nie. Hy moet 'n opvoedkundige wees in die volste sin van die woord, hy moet oortuig wees van die opvoedkundige funksie van die skoolbiblioteek, hy moet administratiewe vermoë besit, hy moet personeel en leerlinge tot samewerking kan besiel en hy moet veral kennis hê van Skoolbiblioteekwese. Hoe ontvang hy hierdie kennis? Nie deur 'n probeeren fouteermetode nie, maar hoofsaaklik op twee maniere, te wete (i) deur kursusse in Skoolbiblioteekwese aan ons Onderwyskolleges, en (ii) deur vakansiekursusse vir onderwysers aan die Onderwysbiblioteekdiens. Dit is noodsaaklik dat die student-onderwyser toegerus word met kennis, nie slegs van die plek van die skoolbiblioteek in die progressiewe onderwys

nie, maar ook van die rol daarvan in die besondere vak of soort onderwys wat hy moet gee, sowel as met die basiese beginsels van skoolbiblioteekorganisasie.

Daar is vandag ses voltydse dosente in Skoolbiblioteekwese aan ons Onderwyskolleges wat kursusse in Skoolbiblioteekwese doseer soos omlyn en voorgelig deur die sentrale Biblioteekdiens. Indien die skoolbiblioteek 'n essensiële instrument vir die onderwys is, volg dit dat opleiding in sy administrasie en tegniek – iets wat afhanklik is van sy opvoedkundige gebruik – ten nouste gekorreleer moet wees met die res van die onderwysopleiding en dat dit dus in die omvang van die Onderwyskollege inbegrepe moet wees.

Skoolbiblioteekwese as gedeelte van die onderwysersopleiding is egter nie genoeg nie. Die Skoolbibliotekaris moet verder opgelei word deur praktiese kursusse wat dan ook gereeld deur die Biblioteekdiens aangebied word. 'n Totaal van sowat 700 onderwysers het reeds sewe sodanige kursusse bygewoon. Die voorneme is om in die toekoms nog meer van hierdie kursusse, waarvoor daar 'n baie groot aanvraag bestaan, ook op die platteland te hou. So word daar bv. vier vir Oktober 1959 beoog. Afgesien hiervan word voorligting deurentyd aan groepe onderwysers hier in die model-skoolbiblioteek gebied en word besoeke aan skole deur drie skoolbiblioteekadviseurs gebring.

Hoewel dit vir die Departement tot dusver nog nie prakties moontlik was om oor te gaan tot die skepping van addisionele onderwysposte vir skoolbibliotekarisse nie, word so 'n stap steeds in gedagte gehou. Ondertussen is daar verskeie hoërskole wat dit moontlik vind om een onderwyser voltyds as skoolbibliotekaris af te sonder en ook die tyd te vind vir 'n mede-onderwyser om as assistent-skoolbibliotekaris behulpsaam te wees.

ORGANISASIE EN GEBRUIK

Kursusse en voorligting in allerlei vorms word aangevul deur publikasies en leidrade, deur hierdie modelskoolbiblioteek met sy aanskouingswaarde en deur die werk van die Transvaalse Skoolbiblioteekvereniging. Aldus word op daadwerklike wyse verseker dat die peil van ons skoolbiblioteke in steeds toenemende mate tred hou met die onderwysvereistes, dit wil sê daar word toegesien dat ons skool-

biblioteke doeltreffender, oordeelkundiger en meer doelgerig georganiseer en gebruik word. 'n Intensiewe gebruik, ook buite skoolure, is egter nie genoeg nie. Leerlinge moet nie slegs kan lees of wil lees nie; hulle moet leer wat om te lees en hoe om te lees én boeke en biblioteke te gebruik. Die Onderwysdepartement verwag daarom van elke skool dat die daarvoor-opgeleide skoolbibliotekaris gedurende gesette biblioteekperiodes aan elke klas stelselmatige onderrig in boek- en biblioteekgebruik gee – ons noem dit *Boekopvoeding* – en dat dit in die nouste samewerking met klas- en vakonderwysers en in aansluiting by die stof wat in die klaskamer behandel word, gebeur. Hierdie Boekopvoeding is nie die einddoel van die doeltreffende skoolbiblioteek nie. Dit is 'n noodsaaklike stap in die integrering van die skoolbiblioteek met die onderwysprogram ter bereiking van die groot uiteindelijke doel, nl. *die onderwys en opvoeding van die hele kind*.

Die skoolbiblioteek se dure plig en wesentlike funksie is om deur hierdie stelselmatige Boekopvoeding die kind in sy ontvanklike vormingsjare toe te rus met kennis van en liefde vir boeke én met die vermoë om boeke te gebruik en om self tussen koring en kaf te kan onderskei, om sodoende te verseker dat hy eendag as gebalanseerde, denkende wese sy plek in die samelewing sal inneem.

Boekopvoeding vorm nie slegs 'n skakel tussen skool en lewe nie, maar ook inderdaad tussen skoolbiblioteek en elke ander soort biblioteek. Een hele eenheid word dwarsdeur ons skole aan die openbare biblioteek en sy gebruik bestee. Ook word leerlinge aangemoedig om, veral gedurende vakansietye, die kinderafdeling van die openbare biblioteek te besoek, *dit wil sê* indien daar 'n volwaardige kinderafdeling bestaan. Aan 'n volwaardige kinderafdeling stel ons vereistes: daar moet 'n gebalanseerde sowel as 'n ryke verskeidenheid van leesstof wees, met ander woorde parate naslaanwerke en leesbare vakliteratuur sowel as verhalende lektuur. Hierdie leesstof moet so uitgesoek wees dat die aanvaarde opvoedkundige norme vir kinderboekseleksie in geen opsig geweld aangedoen word nie en die kind moet in sy keuse van leesstof met diepgaande kennis van sy ontwikkelingsfasies, sy leesbehoefes en leesbelange geleidelik word.

Vir die geslaagde funksie van die openbare biblioteek, die universiteitsbiblioteek en die gespesialiseerde biblioteek is die peil en die welslae van ons skoolbiblioteke van die allergrootste belang. Deur die skoolbiblioteek word immers die enigste soliede fondament vir vrugbare boek- en biblioteekgebruik as lewenslange gewoonte en proses gelê.

THE NEW WING OF THE SOUTH AFRICAN PUBLIC LIBRARY

(Contributed)

WHEN HIS EXCELLENCY the Governor-General opened the New Wing of the South African Public Library on 7 April 1959,¹ the occasion marked the successful culmination of a long period of negotiation and effort.

Many years ago the Trustees first drew attention to the extremely hazardous position of the Library's Rare Book collections,² which were housed in a building erected in 1860 constructed of wood and stone, and to which only two additions had been made since that date: the central, octagonal reading room,

¹ Dr. Jansen's speech is reprinted in the *Quarterly Bulletin of the S.A. Library*, 13(4), 103-07, June 1959.

² These are principally the following:

(a) The *Dessinian Collection* (4,565 volumes) of general literature, bequeathed to the Cape Consistory of the Dutch Reformed Church in 1761 by Joachim Nicolaas von Dessin, and deposited in the S.A. Public Library in 1820. It may be said to be the nucleus of the Library.

(b) The *Grey Collection* (c. 5,000 volumes), presented to South Africa by Sir George Grey, Governor of the Cape, in 1861, and containing 115 mss, 117 incunabula, many valuable first editions including the First Folio of Shakespeare, and also a great number of early Cape and mission imprints.

(c) The *Africana Collection* (c. 20,000 volumes; excluding Government publications, newspapers, periodicals and bound pamphlets), an indispensable reference source for researchers, covering all countries of Africa south of the Sahara, but specializing in publications relating to the Union, the Protectorates and South West Africa. All books received by legal deposit are added to this collection.

(d) The *South African Manuscripts Collection*, including long series of private and political papers, such as the J.X. Merriman and Sir James Rose-Innes Papers, and mss. of literary works.

(e) The *Rare Book division*, comprising especially valuable works not included in any of the above collections.

The Fairbridge Collection, purchased and presented to the Library by Sir Abe Bailey in 1925, was already housed in the Wing on the Avenue side of the Library specially built for it in 1926-7, and has been allowed to remain there.

opened in 1922, and the Fairbridge Wing in 1927. In addition, successive Boards of Trustees and their Librarians have had to consider the rapid expansion of the bookstock, common to all large libraries, which by 1959 was estimated to have reached the figure of 350,000 volumes. It was not until 1952, however, that the Department of Public Works and the Department of Education, Arts and Science (under which the Library, as a State-aided institution, now resorted) were able to take effective action, and the requirements of the Trustees for the present extension were submitted to the authorities. In view of the commitments of the Public Works Department at that time, it was resolved to entrust the designing of the new building to the Cape Town architects, Messrs. Lightfoot, Twentymen Jones and Kent, and to put the contracting out to tender. The working drawings were finally approved by the Trustees and by the Government in 1955. Unfortunately the firm of building contractors whose tender was first accepted found themselves unable to carry out the work, and tenders had to be invited a second time. This resulted in the award of the contract to Messrs. Schep and Nathan of Cape Town.

The work of clearing the site – the area lying between the old North-west wing of the Library and the Cathedral Hall – was begun in February 1957, and construction followed under the supervision of the Public Works Department. The building was finally handed over by the contractors on 28 July 1958, the cost being £55,000. The cost of the fire protection plant and electrical installations, for which the P.W.D. was responsible, accounted for an additional £18,000.

Later in 1958 a separate tender for steel shelving was accepted by the Department from Messrs. All Steel Office Furniture of Jeppe, Johannesburg, all shelving in the New Wing except that provided by the contractors



Cape Times

AFRICANA READING ROOM, NEW WING, SOUTH AFRICAN PUBLIC LIBRARY



THE REV. G. F. PARKER

beneath the window-sills, in wood, being of metal construction. All these costs were met by the Union Government. The furnishing was undertaken by the Trustees, with generous help from the Felbert and F.W. Divine bequests and from the Friends of the South African Library.

A TOUR OF THE BUILDING

The building is a T-shaped, three-storied structure, with a mezzanine, constructed of reinforced concrete and brick, with the cross-piece of the T facing Queen Victoria Street. The exterior is of brick, left in its natural colour, with panels of marble, bronze and terrazzo surrounding the main entrance. The handsome bronze doors, with a small "book" motif, are reached up a short flight of steps parallel to the front of the building. The old wall on this frontage is to be replaced during 1959-60 by a lower structure more in keeping with the new building, and the main entrance to this Wing will be directly accessible from the pavement in Queen Victoria Street. For fire-protection purposes connection with the old building is limited to narrow bridges at two points only - the foot of the T, and the Mountain end of the cross-piece. These points of access are sealed off automatically by steel roller shutters.

The *Main or Upper Ground floor* houses the Africana Department, the Grey Collection and the Acquisitions and Processing Department. The Entrance Hall, with dark wooden panelling, has a commissionaire's desk and four built-in display cases with interior illumination. From the Hall glass swing doors lead into the Africana Reading Room, which has been named after Mr. Alan Charles Gore Lloyd (Librarian, 1909 till 1938), and to the left, into the new Grey Collection. The main staircase is on the right.

The *Africana Reading Room* (94 ft. x 33 ft. x 15 ft.) with good natural lighting, has accommodation for forty readers, with island stacks on the North or Cathedral side and in the gallery above to hold 20-25,000 volumes. It will be possible for further shelving to be installed between the stacks at present in the gallery, and, at need, in the Reading Room itself. The last 14 ft. of the Reading Room are partitioned off to provide work-space for the Africana Department staff and an office for

the Assistant Chief Librarian. Direct access is afforded from this area to the general Reference Department in the old building, by means of a ramp which enables book trolleys to pass between the two. Against the partition are periodical racks for the display of a selection of the most important current South African journals. A small typing room adjoins the Africana Room behind the service desk, near the Main Entrance. Admission to the Africana Reading Room is by ticket, and the books on the main floor are on open access. Those in the gallery must be applied for by slip.

THE NEW GREY COLLECTION

The *Grey Collection* occupies the N.W., or Cathedral end of the T. The main entrance to it is from the Hall, thus minimising disturbance in the Africana Room from parties of visitors; there is, however, a connecting door between the two rooms. The new Grey Library is 33 ft. square and 15 ft. high, having a floor area almost twice the size of the old Grey room, and a cubic capacity four times the size. A noticeable feature here is the provision of structurally necessary round central columns, supporting the ceiling beams. A gallery on three sides connects also with the gallery of the Africana Room, enabling especially valuable Africana to be housed there, and also to be easily accessible for the staff. The Grey Room has shelving for 7,500 volumes altogether, and the Grey Collection and the Jurgens Postal History Collection occupy specially designed glass-fronted steel wall-cases on the main floor. There is ample room for display cases and tables for study purposes. Every effort has been made to render this room, with those above and below, as fire-resistant as humanly possible. In addition to steel shutters to doors and windows there is a Kidde smoke detector and CO² sprinkler system, while a Kidde Atmo automatic fire alarm system covers the whole of the New Wing, and is connected with the Fire Station.

Each of the rooms so far mentioned has rubber-tile flooring, and the windows on the North-western frontage are fitted with anti-glare glass and venetian blinds.

The *Acquisitions Department* (general ordering, accessions, cataloguing, etc.) is housed in a Workroom 33 ft. x 16 ft. on the Mountain side of the main entrance. This room also has a

shelved gallery connecting by a passage with the Africana Reading Room gallery. These galleries form a mezzanine floor served by the staff staircase, and a book lift serves all floors. On the mezzanine passage there is also a small microfilm reading room.

STACK ROOMS

The *Lower Ground Floor*, or semi-basement, has workrooms for the receipt of newspapers periodicals and general mail, accommodation for Non-European staff, and a stack room for 50,000 volumes of bound periodicals and 2,500 bound volumes of newspapers. Beneath the Grey Collection there is a Security Stack Room for rare material not accommodated in the other collections. There is shelving here for about 15,000 volumes, and the smoke detector and CO² sprinkler system extend to this room. This floor has a ventilation plant, since window space has necessarily been reduced to a minimum. An outer ramp connects the basement with the newspaper and periodicals stacks in the old building. The floors in this part of the building are of asphalt and polyvinyl tiles.

The *Top Floor* of the Wing houses the Dessinian Collection in glass-fronted steel wall-cases; it is also served by the fire-protection system, and there is ample space here for study and display. Over the Africana Reading Room is a large area for the accommodation of special collections. At present there is shelving for 13,000 volumes, but there is room for at least twice that number in future. Until this area is fully employed it is being used as an Exhibition Area, and a travelling Exhibition of Nederlands Ex-libris was accommodated there for three weeks during August, 1959. A space partitioned off at the far end of this room is to be equipped as a map room.

ADMINISTRATIVE OFFICES

The offices of the Chief Librarian and his secretary, and of the cashier, are also on this floor, and a staff kitchen has been provided within easy reach of the existing Staff Rest Room.

The *Librarian's office* suite consists of a

secretary's room (16 ft. x 9 ft.) leading into the Chief Librarian's office (16 ft. x 10 ft.), which again leads into a Conference Room on the Mountain side of the New Wing. The cashier's office adjoins this suite. The floors of the main areas on this floor are of rubber tiles, while those of the office suite are of parquet, and in the cashier's office, polyvinyl.

The reinforced concrete beams on this floor are particularly strong, and the structure has been built to take another two or three floors at some future date. In the meantime there is unofficial access to a surprisingly spacious flat roof.

LIGHTING, FURNITURE, COLOUR-SCHEMES

The artificial lighting in the New Wing consists of fluorescent or cold cathode fittings in the Entrance Hall, Reading Rooms, special collections and offices, with incandescent lighting in the stacks. A Schindler booklift, as mentioned, serves all floors, while the Entrance Hall, Reading Room and various offices are connected with each other and with the old building by G.P.O. telephone extensions and by an internal "Autophone" system.

A feature of the New Wing which has impressed and pleased those who have visited it so far, is the internal finish and colour-scheme, which were chosen by a professional firm in collaboration with the architects and the Chief Librarian. They are both gay and practical.

The furniture in the public rooms, constructed to order by Messrs. Binnehuis, G.H. Starcke and S.A. Timber Co., is of light wood to suit the surroundings. The steel shelving is all light grey. Soft furnishings in the offices and workrooms were purchased from funds generously made available by the Friends of the S.A. Library.

To quote His Excellency the Governor-General, in his Opening Speech, "By providing this New Wing, the Union Government has recognized the part that the South African Public Library is called upon to play in the life of the whole nation."

WHAT RHODESIAN CHILDREN READ ¹

by

E. WORSLEY

Librarian, Bulawayo Public Library

THERE IS VERY little information available about what children read in Rhodesia, where they obtain their reading material from, and what kinds of books and what authors they like. No one who works for any length of time in a library can fail to obtain impressions and form opinions of what children read, what they like, and why certain books and authors are popular. However, it is always a salutary lesson to check opinions.

The following information is based on the results of a questionnaire circulated to some of the schools in Bulawayo. Headmasters and headmistresses were asked to obtain a sample selection of pupils so that the survey could be said to be representative of the whole range of children.

Many of the questions were based on those used in a recent survey in England and also upon suggestions received from the Bulawayo Research Group of the Rhodesian Teachers' Association. This survey has many limitations. The personal interview is much to be preferred to the questionnaire method, and there is, of course, a need to define very strictly "book", "magazine" and "comic".

It was discovered, as might be expected, that children in the A and B streams of schools made much more use of libraries, read more and displayed more interest in books and reading than did children in other forms.

Numbers of books owned

Forty-six per cent. of the children have more than 50 books in their own libraries; 34 per cent. more than 20.

Sources of borrowed books

The most popular source was "friends" (80 per cent). Next in order of popularity were class or school libraries, public libraries, com-

mercial libraries. Many children borrowed from more than one source.

Membership of the public library

Active membership of the public library was 15 per cent. of the children surveyed; "active" was defined as being a borrower within the past six months. Double this number had been members of a public library at some time in their life, often in Britain or South Africa.

Reasons for not being members of the library

We were very interested in trying to find out why people were not members of the library, or why they had discontinued membership. It was difficult to group the replies that we obtained. "Don't know" was a large section (30 per cent). Typical answers were. "I've never thought about it", or "I shall have to ask my father".

Under the heading, "Sufficient other sources" (23 per cent), replies included: "Not read all the books I was given for Christmas yet", "I have enough books of my own", "I use the school library". The next largest section consisted of children who said the library was too far away. Often, if the parents were not members, children found it impossible to get to the library. Membership of commercial libraries accounted for ten per cent. of the replies. Seven per cent. of the children said that they had no time for reading; only one per cent. said that "studying" prevented them from being members. Six per cent. said that as they were at boarding school they were unable to come to the library. Only three per cent. said that the cost of being a member of the library prevented them from joining; two per cent said that the library had not the right kind of books.

¹ Based on a pilot survey recently completed and reprinted by kind permission from the *Central African Examiner*, 23 May 1959.

Favourite authors

Sixty-eight different authors were mentioned, 37 of them by only one person. The following table shows the number of times that the most popular authors were mentioned:

Enid Blyton	50
Franklin W. Dixon	22
Agatha Christie	15
Zane Grey	13
W.E. Johns	13
Charles Dickens	8
Paul Brickhill	6
Nevil Shute	5
Peter Cheyney	5
Hammond Innes	5
L.M. Montgomery	4
L.M. Alcott	4

The rest were mentioned fewer than four times.

Subject interests

The questionnaire contained a list of subjects, and children were asked to say which books on these subjects interested them. There was a considerable variation in the replies of boys and girls. We asked pupils to write in any other kinds of books which interested them. Apart from "Animal stories", in which there was a great deal of interest, other subjects were mentioned by only one or two pupils.

The following table shows the number of times the subjects of interest were mentioned:

<i>Boys</i>	<i>Percentage</i>
War	28
Adventure	17
Crime	13
Sport	10
Westerns	9
Hobbies	4
Space travel	4
Historical	3
School stories	3
Romance	3
Science	3
Biography	2
Travel	2
<i>Girls</i>	
Adventure	23
Romance	18
Crime	13
War	12
School stories	12
History	7
Sport	4

Westerns	4
Science	3
Biography	3
Space travel	1

How books were chosen

We tried to find out what influenced children in deciding to read certain authors and books. Recommendations by friends was the most popular reply, followed by visiting bookshops and seeing films. Reviews in magazines, visits to libraries and book talks on the radio came next, although they were a long way behind the first group in influence.

Favourite magazines

Twenty-one per cent. said that they did not read magazines. Children generally mentioned the magazines taken by their parents as being their favourites. Many titles were mentioned, the most popular being *Woman* (29 mentions), *Personality* (18), *Saturday Evening Post* (12), *Reader's Digest* (10). The rest received fewer than nine mentions. For our purposes the importance of this section of the survey was not great. There was some confusion between comics and magazines.

Comics

Twenty-two per cent. said that they did not read comics. Fifty per cent. read up to two comics a week. There was a tremendously wide range of comic reading, one child saying that he read 30 a week; several mentioned more than 10.

An attempt was made to find out what proportion of the children had comics bought for them by their parents, as opposed to spending their own money on them, but unfortunately this was not practicable. It was nevertheless surprising how many children did in fact have comics bought for them by their parents. There were 59 different comics mentioned. Collation of replies was difficult because an American series of comics is known as "Dell" but has different titles; some children wrote, "Dell", whereas others wrote the name of the comic in this series. American-style and American-published comics seem to have almost a monopoly of the market, although they are not cheap.

The following table gives the number of times each comic was mentioned:

Dell	44
Superman	9

Classic	17	Girl	9
School Friend..	14	Cowboy	7
Eagle	12	Girl's Crystal ..	7
Romance	10	The rest, fewer than	
		five times.	

What next?

This was a pilot survey. There is need for a detailed survey of the whole Federation covering town and rural areas to find out just what the children read and what access they have to books and related material. This is a big task and surely warrants financial support from organizations such as the trusts that give aid to

the Federation, publishing houses, bookshops, and especially from the Government.

The future

A large-scale adequately financed reading survey is only part of the task. There is a great need for adequate libraries in schools and towns and a rural service to the isolated schools and communities throughout the Federation. It is of small use to teach the mechanics of reading and the appreciation of good books if there is nowhere to obtain good books and no variety to choose from.

THE REV. G. F. PARKER

FIRST LIBRARIAN OF THE UNIVERSITY OF CAPE TOWN

by

R. F. M. IMMELMAN

Librarian, University of Cape Town Libraries

THE REV. GEORGE FRANK PARKER died on 22nd June, 1958, at the Strand, C. P., aged 81 years. He had been the first librarian of the University of Cape Town and had held that position from September 1920 until his retirement on pension in December 1939.

Mr. Parker was born in London and trained at Harley College for the ministry, where he also worked in the College Library. Ordained in 1903, he came to South Africa as a missionary of the Congregational Church. He was first stationed at Ladysmith, Natal, later in the Western Transvaal and from 1910-1920 at French Hoek. About 1920 the University of Cape Town (into which the South African College had been transformed in April 1918) was looking for a full-time librarian, because its honorary librarian (since 1905), Prof. W. S. Logeman, was in poor health and wished to retire. It must be borne in mind that in those days there was hardly a single qualified librarian in the Union. Mr. Parker was personally selected by the then Principal, the late Sir J. Carruthers Beattie, for the post. He was, in fact, the first university librarian appointed at any university in South Africa.

At the time when he assumed duty the library contained only 15,000 volumes, while 200 journals were being received by subscription. It was housed in the Hiddingh Hall, which had seating accommodation for 50 readers. The staff consisted of one assistant (an elderly pensioner) and a coloured cleaner-handyman. As Mr. Parker himself related on his retirement:

"The Library was so small that I was able to continue my church work and manage the Library. From the day that I entered in control, the circulation began to rise, for it was necessary to inform the assistant that he was

paid to be polite and not surly as the complaint was - he tried to and did improve."

He soon discarded the old double-entry ledger system of recording loans and introduced the Browne issue system, for the change-over to which the Library Committee had, after some initial hesitation, voted the necessary funds. Mr. Parker was authorized to employ student assistants during the long vacation to do the work preparatory to the change.

Within a few years of his assuming duty books began to pour in, mainly as the result of donations, amounting to several thousand pounds, for the purchase of medical periodicals. When reminiscing, he always recalled that on three occasions shelving had to be extended, and that by 1927 every spare room throughout the University buildings was being used for storing library stock, while more seats for readers had to be squeezed in. About 1925 he succeeded in securing the appointment of the first assistant of the fair sex (who immediately started acquiring professional qualifications) followed soon after by a qualified sub-librarian.

Thereafter Mr. Parker felt he could embark on the cataloguing of the Library and introducing the Dewey Decimal Classification. In the meantime the new University buildings at Groote Schuur were being erected. When by 1928 the Medical School blocks at Mowbray were ready, the medical staff immediately clamoured for a library and so it came about that at the beginning of that year Mr. Parker established the first branch library, the Medical Library, in a suite of four rooms. No one had thought of making provision initially in the plans for such a library. The medical books and periodicals were transferred there from Hiddingh Hall Library, also an assistant in

the form of the elderly pensioner. When early in 1929 the main buildings at Groote Schuur were ready – in the University's centenary year – most of the teaching departments moved there. Not until 1931, however, was the Library building on the new campus completed. Mr. Parker urged that in the interim a temporary branch library should be provided. Several rooms in the Arts Block were accordingly allocated and in preparation for the 1929 session some 12,000 vols. transferred there. Within 10 years therefore of his appointment, the University Library had grown into a system of three parts: the main library still at Hiddingh Hall, the Medical Library and thirdly, the temporary branch in the Arts Block.

Early in 1931 the most momentous development during Mr. Parker's tenure of office took place, when the new Jagger Library was officially opened by Mrs. Jagger, whose husband, the late J.W. Jagger (a former Member of Parliament and Minister of Railways) had also for many years been the Chairman of the University Council. In that capacity he had taken a great interest in the erection of the Library, towards the cost of which he contributed generously. Furthermore, he had donated a sum of money, the interest on which amounted to £500 p.a., for the purchase of books on English language and literature. Unfortunately he had died before the completion of the building, but the University authorities decided to name the Library after him. His personal library was also presented to the University. Mr. Parker's own words give us a glimpse of that period:

"By 1931 the new Jagger Library was completed just three weeks before the opening of the new term. To remove all the books and arrange them in order for service was a big task and some of the assistants collapsed under the strain. By working very long days on until late in the evening, the Library was ready for service on the opening day of the new term."

Meanwhile when the new Jagger Library was occupied, the Hiddingh Hall Library had become a Commerce and Law Branch.

During his period of office, Mr. Parker received strong support from two successive chairmen of the Library Committee, viz., Prof. Eric A. Walker and Prof. H.A. Reyburn, who both assisted him to obtain the necessary

equipment, staff and funds to make the continued growth possible. In his 20 years as librarian, the Library had grown from 15,000 to 110,000 volumes, while subscriptions to journals had risen from 200 to 1,800, and circulation increased from 3,700 to 100,000 p.a. He had seen one small college library seating 50 readers grow into three libraries providing accommodation for over 300 readers, while the library staff had grown from three to eleven members. Above all, Mr. Parker laid the foundations of sound library organization, and introduced modern techniques, besides cataloguing and classifying a rapidly growing collection. In 1937 he started with the mechanical duplication of catalogue cards. Before anything else, he was a tidy "library housekeeper."

To quote Mr. Parker once more:

"In 1931, I urged the Library Committee to establish a course in library science, as every assistant had first to be instructed before they could be of service. This idea was kept in mind and in 1937 two graduates were selected and appointed for three years as learners. Late in 1938 the Council decided to establish a course in librarianship which began with eleven students in 1939."

A library school was then established with a staff of 6 part-time lecturers, and he had to start lecturing on library administration in the last year of his tenure of office.

One of his most pressing problems in his earlier years as librarian was to inculcate a professional attitude to their work in his assistants, many of whom had no particular qualifications. Mr. Parker himself had entered the library field before there was any general awareness of librarianship being a profession at all, a decade before the South African Library Association was established. When the latter body was formed, he was awarded its F.S. A.L.A. In October 1938 on the other hand he was one of the founders of the Cape Branch. A former member of his staff writes of him as follows:

"In January 1931, when I was privileged to join his small staff, I soon realized why he was affectionately known as 'Pop'. His kindly, placid nature and unfailing courtesy earned for him affection amongst all members of his staff.

"Although very much a librarian of the old school, he was progressive in his outlook and was never afraid to try out a new method

or technique. He respected one's qualifications and always gave his trained staff a very free hand, which was excellent training in initiative for young assistants.

"He could almost be compared with an exacting housewife for tidiness in his library and for spotting specks of dust on his meticulously clean shelves.

"As a true man of the Church he brought to his profession an abundance of kindness and sympathy which forbade mistrust of his fellowmen. Those who had the privilege of meeting and working with him will testify to his unfailing interest in and understanding of humanity."

Another of his former assistants recalls him in the following words :

"I have an indelible imprint on my memory of Mr. Parker tapping out catalogue cards on his small portable typewriter – always one foot resting high up on the other knee, a fantastic position for a typist, but something so individually Parkerian that one just accepted it. In fact, I was always convinced that he was incapable of doing his cataloguing without that same small table in the corner of his room, that portable typewriter, and that particular gymnastic elevation of the right foot.

"A small, bright, quick man he was, neat as a button in his dark striped trousers and black alpaca working jacket, pattering so quickly and so softly around the library that he always seemed to me to possess the power of materialising and dematerialising at will. Of course, it might have been the sober gloom of our basement offices in those days that heightened the effect, but the memory is there, clear and sharp.

"Now that I look back on those days I realise how typical he must have been of that amazing generation of men who steered a course happily, with deep absorption and a general sense of dedication, along the highways of the library profession, before the tidal wave of qualified staffs arrived to systematize and organize things beyond the point where nothing but sheer personality counted. In fact, try as I may, I can only think of Mr. Parker as a simple personality – friendly, loyal, courteous, enterprising and adaptable – and not as the man who laid the cornerstones of the University Library."

The Library grew under him and he will

always have an honoured place in the annals of that institution as the link between the day of small things and the clamorous demands from the 1940's onwards. But this staff will always remember him rather for his unassuming qualities, his calm and placid ways, his friendly interest in them all – as well as for his genuine interest in the romances of his woman assistants, for he was of the firm opinion that every woman should marry young and he preached this doctrine to them on all possible occasions, to the embarrassment of some and the amusement of others. His generous spirit and kindness cannot be forgotten : he unfailingly considered the welfare of the assistant, not his own convenience, when giving help or advice.

As a pioneer in the field of university librarianship in this country, he preserved a sense of respect for the profession and for his particular work ; as a consequence many were the people who in turn respected him. Many a reader too recalls his courtesy and helpfulness, his willingness to put himself to any amount of trouble to assist them and yet his surprising humility. He never allowed himself to become ruffled, being almost sedate at all times, yet he was at the same time both enterprising and amazingly adaptable. As librarian he had seen much growth, but the last few years before he retired were really times of great change, when the gathering momentum of development made increasing demands on him. That a man so near retirement should have troubled to keep abreast of all these changes and have been so willing to learn, indicated the true humility of the man, yet at the same time his fundamental progressiveness.

From the early years of his tenure of the librarian's post, hundreds of students will have a vivid memory of the Rev. Mr. Parker peering over his glasses, while tiptoeing down the aisles of the Hiddingh Hall Library. Every Saturday morning he visited one of his branch libraries, went the round of the city bookshops and looked in at the bookstalls on the Parade. On one classic occasion on a Saturday morning a minor fire broke out in the wing of the Medical School housing the Medical Library : the fire engines, Mr. Parker and the press photographer arrived at the same moment. The result – a photograph of Mr. Parker, with the inevitable small attaché case, just going in at the main door as the first jets of water were directed on the columns of smoke.

Mr. Parker carried the high moral standards of his personal life into his professional career, which was characterized by integrity, a deep sense of responsibility towards his work, single-minded loyalty towards his employers and a genuine spirit of service towards the library's users. In his earlier years before he became librarian Mr. Parker had in the course of his rural itinerations on horse-back, learned to know many parts of rural South Africa thoroughly and had become a confirmed South African by conviction. He had also acquired a good knowledge both of Nederlands

and Afrikaans. During the years of his retirement, his keen interest in the Library's progress and the spontaneous enthusiasm with which he greeted evidences of its growth, bear this out. Throughout those years many were the kind letters of encouragement he wrote his successor, bidding him be of good cheer and sending him words of never-to-be-forgotten appreciation.

Of the Rev. G.F. Parker, it might be said more aptly than of many: Well done, thou good and faithful worker!

LIBRARY RESEARCH IN PROGRESS

The Library Services Branch of the U.S. Department of Health, Education and Welfare is publishing, from October 1959, an information bulletin on research in the field of librarianship, to be known as *Library research in progress*. To be fully effective, it will require the co-operation of all who are concerned with up-to-date information in libraries, including administrators library boards, library school directors, individual librarians, and all types of library organizations and associations. The Assistant Director, Library Services Branch, has asked for information on library research projects now being carried out in South Africa, and copies of Form LSB. -5, on which the necessary data is set out, are obtainable from the Hon. Editor of *South African Libraries*.

KEURLYS VAN NUWE NEDERLANDSE BOEKE

„Onkunde en 'n ongeregverdigde vrees vir die taal het veroorsaak dat die Nederlandse boek in Suid-Afrika bykans 'n onbekende geword het. In die Nederlandse Vlaamse afdeling van die Staatsbiblioteek, Pretoria, is gevind dat hierdie vrees oorwin kan word en sodoende 'n hele nuwe literatuur vir die Afrikaanssprekende oopgelê kan word.”

In samewerking met enkele gesaghebbende Afrikaanssprekende persone bied hulle 'n kwartaallys aan van die nuwe en oorspronklike werke wat hulle geskik ag vir die aankoop vir biblioteke. Die eerste lys is in Maart-Junie 1959 uitgegee. Eksemplare kan by die Direkteur, Staatsbiblioteek, Posbus 397, Pretoria, verkry word.

PROVINSIALE BIBLIOTEEKDIENSTE, 1958

deur

D. L. EHLERS

VERGELYKENDE STATISTIEK

	<i>Kaap</i> 1951	<i>Transvaal</i> 1945	<i>Vrystaat</i> 1950	<i>Natal</i> 1952
Aanvang van diens	18	8	3	3
Aantal streke	1,461,873	1,032,356	335,571	418,375
Boekevoorraad	115	81	67	32
Aantal openbare biblioteke	274	493	109	230
Aantal depots	3,689,335	3,071,119	1,113,239	1,356,973
Sirkulasie van boeke	114,180	117,048	45,409	53,351
Ledetal				
Plattelandse banke be- volking (1951-sensus)	684,925	467,956	192,418	110,213

Kaapland

Dis die eerste jaar waarin al 18 streke funksioneer en reeds kan 'n mens aanduidings sien van die groot omvang wat die diens uiteindelik sal aanneem, veral as in gedagte gehou word dat sulke groot dorpe soos Goodwood, Bellville, Stellenbosch, Paarl en Worcester nog nie aangesluit het nie. 'n Verder 25 biblioteke is gereorganiseer, wat die gereorganiseerde biblioteke nou op 88 te staan bring. 'n Opname van die biblioteekbehoefte van Kimberley is deur die direkteur van die diens gemaak en aan die plaaslike stadsraad voorgelê.

Aan 59,594 blanke volwassenes en 49,508 blanke kinders is 1,295 films vertoon, terwyl 76 films aan 5,999 nie-blanke kinders vertoon is. In Augustus 1958 is 'n uitstalling getiteld „Stede en huise” in die Hertzogsaal, Kaapstad, gehou in samewerking met die Afdeling Opvoeding vir Volwassenes. Uitstallings van kunsafdrukke is gehou op Clanwilliam, Kuilsrivier, Gordonsbaai en Saldanha.

'n Opleidingskursus vir biblioteekwerkers is op Vishoek gehou en is deur 28 persone bygewoon. Die Uitvoerende Komitee van die provinsie het 21 poste vir gekwalifiseerde nie-blanke bibliotekaris goedgekeur en beurse en lenings is aan nege nie-blanke studente toegeken.

Ingesluit in die syfers hierbo is syfers aan-

gaande die diens aan nie-blanke, seker die grootste van sy soort in Suid-Afrika. Daar was 103 biblioteeksentrums vir dié groep en 20,442 van hulle was lede van die diens en 413,095 boeke is deur hulle geleen.

Ontleed mens die syfers van boeke uitgeleen aan blankes, blyk dit dat $\frac{1}{4}$ daarvan bestaan uit Afrikaanse fiksie, byna $\frac{1}{3}$ uit Engelse fiksie. Afrikaanse jeugfiksie bedra 22 per cent. en Engelse jeugfiksie 7 per cent. Die feit dat beide volwassenes en kinders meer Engelse as Afrikaanse nie-fiksie geleen het, moet waarskynlik gewyt word aan die gebrek aan voldoende Afrikaanse vakleesstof. Daar is 7 per cent. Engelse nie-fiksie teenoor $2\frac{1}{2}$ per cent. Afrikaanse nie-fiksie geleen. Vir kinders is die syfers 3 per cent. teenoor 1 per cent.

Transvaal

Dit was 'n jaar waarin die grondslae vir groot ontwikkelings gelê is. Die Uitvoerende Komitee van die provinsie het die aanbevelings vervat in die direkteur se verslag, opgestel na sy oorseese besoek, goedgekeur. Daar is derhalwe besluit dat dorpe met blanke bevolkings van tussen 25,000 en 50,000 ook by die diens mag affilieer mits hulle minstens $\frac{7}{6}$ per kop per jaar op hul biblioteke uitgee. Dit het 'n herindeling van die provinsie genoodsaak sodat dit nou deur 11 boekwaens bedie sal

word. Die boekwaens sal egter van die bestaande agt streekbiblioteke af optree.

Wat audio-visuele materiaal betref, het die diens begin om kunsafdrukke te koop. Slegs noodsaaklike films wat nie deur bestaande versamelings verskaf kan word nie, word aangekoop. Die diens het egter 'n katalogus opgebou van films wat in filmbiblioteke verkrygbaar is, en onderneem om dié aan die publiek te verskaf.

Standaardplanne en spesifikasies vir biblioteekgeboue van verskillende groottes is deur 'n provinsiale argitek in samewerking met die personeel van die diens opgestel. Verbeterde biblioteekakkommodasie is op Pretoria-Noord, Rustenburg, Witrivier, Hendrina en Silverton beskikbaar gestel.

Geld is gestem sodat dit nou moontlik is om elke jaar 'n opleidingskursus vir biblioteekwerkers te hou en nie elke vier jaar by geleentheid van die Staatsbiblioteek se vakansieskool soos in die verlede nie. In 1958 is drie sulke kursusse van vier dae elk gehou, twee in Pretoria en een op Germiston. Altesaam 58 persone het dit bygewoon. Boekuitstallings is op 30 plekke gereël.

Die Uitvoerende Komitee het ook besluit dat 'n diens vir nie-blankes vanuit die Germistonse streekbiblioteek ingestel word.

Vrystaat

Die Uitvoerende Komitee van hierdie pro-

vinsie het besluit om 'n jaarlikse toelae aan die Nasionale Dramabiblioteek in Bloemfontein te gee sodat 'n gratis diens aan liggame in die provinsie verskaf kan word.

Op Allanridge, Edenvale, Koppies, Welkom, Senekal, Clarens en Dewetsdorp is verbeterde biblioteekakkommodasie beskikbaar gestel. Drie boekuitstallings is gehou, nl. op Parys, Bultfontein, en Harrismith. Laasgenoemde het sy 50-jarige bestaan gevier.

Sedert April 1958 gee die diens sy eie maandblad uit, nl. „Vrystaatse biblioteke”.

Die diens het in November die Staatsbiblioteek se vakansieskool op Bethlehem gereël en dit is deur 21 persone bygewoon.

'n Ontleding van die uitleensyfers, toon dat elke volwassene gemiddeld 11.5 Afrikaanse en 16 Engelse boeke gedurende die jaar uitgeleem het. Kinders het gemiddeld 15.1 Afrikaanse en 5.6 Engelse boeke geleen.

Natal

Hier het die diens ook begin met 'n maandelikse nuusbrieff van Maart af. Tussen 27 Mei 1958 en 10 Maart 1959 is op verskillende plekke 26 boekuitstallings gehou. By 19 van hierdie uitstallings het personeellede praatjies gehou en by vyf is rolprente vertoon wat van die Kaapse Provinsiale Biblioteekdiens geleen is.

Daar is nou 16 dienspunte vir nie-blankes wat deur die diens besoek word.

DOCUMENTATION IN SOUTH AFRICA

At a post-Convention meeting in Atlantic City on 4 June 1959 the Documentation Division of the Special Libraries Association sponsored a symposium on "International co-operation in documentation". A paper was read on "Scientific and technical documentation and information in the Union of South Africa", contributed by Mr. D.G. Kingwill, Head of the Information and Special Services Department, C.S.I.R. The paper is to be printed in their Association's journal.

SCIENCE INFORMATION

A new and most useful publication from the National Science Foundation, Washington, is *Science information news* 'reporting national and international developments in scientific and technical information dissemination. Contents include notes on meetings and conferences, research and development projects and scientific information activities in countries other than the United States. The subscription price is \$1.75 for South African readers, and the journal is obtainable through the Superintendent of Documents, U.S. Government Printing Office, Washington 25, D.C.

BIBLIOGRAPHICAL DEVELOPMENTS IN SOUTHERN AFRICA, 1958-59

by

D.H. VARLEY

Chief Librarian, South African Library

A REVIEW of bibliographical progress in Southern Africa for the two-year period ending 30 June 1958 was published in this journal a year ago.¹ The present review is an attempt to describe the further progress made for the period 1 July 1958 until 30 June 1959, and is based on information gleaned from a questionnaire sent to all major libraries and library services in the Union. In addition, Miss C. D. Saul, Hon. Secretary of the Special Libraries Section of the Southern Transvaal Branch of the Association, sent copies of the questionnaire to a further forty special libraries in her area. Thanks are due to all those who replied to these enquiries, even if their replies were negative; many contributed additional information about work in progress, but not yet completed.

As stated in last year's review, accounts of South African bibliographical progress have ordinarily been sent each year to the International Advisory Committee on Bibliography for incorporation in their annual reports of *Bibliographical services throughout the world*. As last year's review covered a period of twenty-four months, however, no report appears for this country in the Unesco review for 1955-6, published in 1958. This explains the otherwise inexplicable omission of South Africa from that useful and comprehensive survey.

In our review for 1956-8 the suggestion was put forward that the Bibliographical Committee (a standing sub-committee of the S.A. Library Association, first set up in 1949) should be transformed and broadened "in close collabora-

tion with the continuation committees (or embryo sections) of the two main groups into which our Annual Conference now usually divides for purposes of discussion; the universities and research libraries section, and the public and provincial libraries section. In this way the (working) group can continue to carry out its original functions, but in closer and more lively touch with the different branches of the profession."

Owing to the unusually prolonged gestation of these two national sections as effective bodies, this suggestion has not yet been acted upon, but an advance was made at the Cape Town Conference of 1958, when it was decided to set up a Publications Research Committee consisting of Mr. D.H. Varley (convenor), Mr. A.M. Lewin Robinson, Dr. O.H. Spohr and Miss L.E. Taylor, "to make the necessary approach in specific cases to bodies which are willing to finance the publication of bibliographical work". This committee has invited bodies or individuals requiring sponsorship of this kind, to submit particulars of their schemes for investigation.

In the review that follows, a similar arrangement has been followed to that used in the survey for 1956-8.

UNION CATALOGUES AND LISTS

(i) *National union catalogue of books*

There has been no major policy development in respect of the Union Catalogue maintained at the State Library, Pretoria, to which most large libraries and library services in the country send cards representing their current accessions. The Catalogue continues to grow at a pace

¹ D. H. Varley. Bibliographical achievement in Southern Africa, 1956-8 (*South African Libraries* 26(2), 55-60, Oct. 1958).

determined by the nation-wide expansion of book-stocks, and its maintenance is clearly an ever-increasing charge on the State Library. The procedure of circularising lists of requested books not recorded in the Union Catalogue to the larger libraries in other centres, has been continued; it is unavoidably cumbersome in view of the distances between the various centres. Readers and librarians throughout the country are greatly indebted to the State Library for the services provided, but the Trustees and staff of that Library would be the first to admit that without considerably increased financial resources, they cannot be expected to keep step with the requirements of a rapidly expanding library economy.

The Union Catalogue of items in the libraries within the Government Service continues to expand under the care and in the office of the Chief Librarian, State Library Services, Pretoria. This office has also served as the South African National Exchange Centre, and numerous lists of duplicate material received from overseas libraries and libraries in South Africa were distributed amongst interested libraries. In preparation is a bibliography of the books and periodicals in the library field to be found in all the government departments and administrations.

(ii) *Provincial union catalogues of books*

All four Provincial library services continued to maintain union catalogues of the libraries within or affiliated to their services. In the case of the Cape Provincial Library Service, the processes of re-organising many existing libraries have included the recording of their contents in a central Union Catalogue. Some idea of the dimensions of this task may be gained from the Director's report that up till 30 June 1959 approximately 350,000 titles had been catalogued or re-catalogued in the libraries which had joined the Service, apart of course from the many items purchased by the Provincial Service and catalogued centrally for distribution to the libraries and depots in the 18 regions. There is reason to believe that the titles held by the re-organized libraries of the Cape, many of them built up with care by local effort over periods of up to 100 years, include numerous items of substantial reference value, as well as of more immediate character. It is already clear that apart from serving as a record of the holdings of these many libraries,

the Union Catalogue has increasing value from the point of view of inter-library loans.

(iii) *Local union catalogues of books*

Once again, large public libraries (such as City Libraries, Cape Town) and university libraries with branch organization or geographical dichotomy (such as the University of Natal) require and have built up catalogues of their total holdings which are in effect union catalogues for the areas they serve.

(iv) *Union catalogues of periodicals*

Revision of Freer's *Catalogue of Union periodicals* continued during the period under review. The Humanities section is in the care of Miss Elizabeth Hartmann at Witwatersrand University Library, and is supported by the National Council for Social Research; no date for the publication of the revised Volume II has yet been announced. The Science and technology section, however, which is being handled by the Head of the Libraries division of the Information and Special Services Department of the Council for Scientific and Industrial Research at Pretoria (Miss J. Greijbe), is reported to be nearing completion, and "should be ready for publication during 1960." The C.U.P. has become so vital a working tool in most sizeable libraries in the Union (and in many smaller specialized ones) that the appearance of this revised edition (so far as the Science and technology volume is concerned, in a *World List* arrangement) will be greeted with enthusiasm and relief!

(v) *Union catalogues of theses*

Of all departments of bibliographical work in South Africa the most notable progress has been made during the past year in the field of research theses and their systematic recording. The most important achievement of all was the publication of Mr. S.I. Malan's eagerly expected supplement to A.M. Lewin Robinson's *Catalogue of theses and dissertations accepted for degrees by the South African universities, 1918-41*.¹ Mr. Malan's work,² published with the aid

¹ Copies of this work are still in print, and may be obtained from Mr. Lewin Robinson at the South African Library, price 7/6.

² *Union catalogue of theses and dissertations accepted by South African universities, 1942-58*, comp. by S.I. Malan. Potchefstroom University, 1959. 216p. (Bibliografiese reeks). 40s.

of a grant from the National Council for Social Research, covers much of the same subject-area as the earlier work, although it lacks a subject or title index. Both Mr. Malan and his University are to be congratulated on the completion of a tool which is already proving its usefulness in many libraries, and the compiler in particular for "pointing up", in his introductory remarks and appendices, some of the anomalies and peculiarities that attend the execution of academic research work at our nine Universities. These and other matters of practical importance are discussed in a review elsewhere in the present number of this journal.¹

This, however, is not the full measure of our indebtedness to Mr. Malan and his University, for not only are annual supplements to his *Union catalogue* promised; Potchefstroom University has already issued the first of a series of annual *Abstracts*² relating to its own theses, many of which were originally written in Afrikaans, but which have been presented in abstract form in *English*, thereby greatly facilitating their use by scholars overseas who are unfamiliar with the Afrikaans language.

A third event in what has been an *annus mirabilis* for research bibliography has been the publication of a List of dissertations and theses accepted by the University of South Africa and its constituent colleges prior to their becoming separate Universities, for the period 1919-58.³ This was compiled by a member of the University's library staff under the supervision of the University Librarian, Mr. Zastrau. Although less ambitious in scope than either Lewin Robinson's or Malan's *Union Catalogues*, this list has high quick-reference value, and records the whereabouts of at least

one copy of each of the theses mentioned.

In addition to these records of work completed and available for consultation, the C.S.I.R. produced its annual *Register of current (scientific) research at South African universities*, 1958, the equivalent volume for the humanities being in the care of the National Council for Social Research at Pretoria.

A positive effort has therefore at last been made to keep track of the processes of research on which large sums of money are spent every year, much of which has in the past been virtually wasted through a failure in the apparatus of communication to those best able to profit from its findings.

(vi) *Union catalogue of Africana*

A scheme for the compilation of a Union Catalogue of Africana, as the basis of the publication of a supplement to Mendelssohn's standard *South African bibliography*, has been submitted by the Trustees of the South African Library to the National Council of Social Research, in reply to an invitation from that body to undertake the major responsibility for this work. The scheme has been formulated in the closest collaboration with the Librarian of Parliament, and with the valuable assistance of the Librarian of the University of Cape Town and the "know-how" of that Library's Photographic Service. It is hoped that by the time next year's Bibliographical progress report is compiled, there will be substantial development; to describe under this heading.

DIRECTORIES OF RESOURCES

In mentioning the *Directory of Cape Libraries within fifty miles of Cape Town*⁴ compiled and published by the Cape Branch of the Association in November 1956, it was last year suggested that similar directories should be compiled and issued for the main regions elsewhere in the Union. No other area, so far as is known, has yet attempted this task. In the meantime it was decided at the Cape Town Conference to undertake the revision of the *Handbook of South African librarianship*, which was published by the Association in 1950; many of the facts and figures are now out-of-

¹ See p. 72 *infra*. Those interested may also care to refer to a longer review shortly to appear in the *Journal for Social research/Tydskrif vir maatskaplike navorsing*, which underlines Mr. Malan's plea for a centralized repository of theses on microfilm.

² *Abstracts of theses and dissertations accepted for higher degrees in the Potchefstroom University for Christian Higher Education, April 1956-March 1957*. Potchefstroom University, 1959. 30p. (Bibliographical series) (Compiled under the editorship of Prof. R.E. Davies and Mr. H.C. van Rooy.)

³ *Lys van verhandelings en proefskrifte aanvaar deur die Universiteit van Suid-Afrika, 1919-1958*, saamgestel deur A.M. du Preez onder leiding van H.O. Zastrau (title also in English). Pretoria, Universiteit van Suid-Afrika, 1958, 96p. (Mededelings van die Universiteit van Suid-Afrika, C 8.)

⁴ Copies are still obtainable from the Hon. Secretary of the Cape Branch, c/o South African Public Library, Cape Town, at the reduced price of 2s. each.

date. It was felt by the Executive Committee, however, who have called for volunteers to undertake the revision of this work, that there is a good deal to be said for the task of compiling lists of libraries and librarians to be delegated to Branches or regional groups, whose members are in the best position to know who is who, and which libraries are in existence there – whether members of the Association or not. It is felt that the compilation of a Directory of libraries in the Rand/Pretoria, Durban/Pietermaritzburg and Port Elizabeth/Grahamstown areas should not be beyond the powers and resources of the Branches concerned.

CURRENT BIBLIOGRAPHICAL PUBLICATIONS

(i) *Current national lists*

The chief innovation during the period under review has been the appearance of a new National bibliography of current works published in South Africa, by South Africans or about South Africa. It is entitled *Africana Nova*,¹ and the publisher (and compiler) is the South African Library in Cape Town. It comprises continuations of booklists previously appearing in the *Quarterly Bulletin of the South African Library*, but with extended bibliographical entries and including categories of material formerly excluded on account of space limitations, such as school texts, and works in vernacular languages. Two numbers appeared in 1958, in September and December, and the series is now numbered by the calendar year, issues appearing in March, June, September and December. Each issue contains an address list of publishers not recorded in previous numbers, and a cumulative index for the year appears in the December issue. *Africana Nova* is compiled, edited and typed on sensitized masters at the South African Library; the reproduction by photolithography is undertaken by the Photographic Department of the University of Cape Town Libraries. It has received favourable notices both in South Africa and overseas, and once it is financially established it is hoped to include further material

¹ *Africana Nova*: a quarterly bibliography of books currently published in or about the Union of South Africa. No. 1, Sept. 1958 – Cape Town, South African Public Library. 10s. p.a.

from the *Quarterly Bulletin* lists, including Government publications.

The State Library, Pretoria, has continued to issue its monthly mimeographed alphabetical lists of *Publications received in terms of the Copyright Act*, with an annual cumulation.

No further items in the *Grey Bibliographies* series have been published in the period under review, but two supplements to the *Bibliography of African bibliographies* (no. 6, 1955) have appeared in the *Quarterly Bulletin of the S.A. Library*. This Bibliography is now due for further revision.

(ii) *Subject and author bibliographies*

(a) *Student bibliographies*

Once again, students taking the Higher Certificate and Diploma course in Librarianship at the University of Cape Town have compiled bibliographies as part-requirement for the final Certificate. These bibliographies are not intended to be "finished articles" – indeed, the pressures under which they are necessarily compiled preclude their being so. But they serve the purpose of teaching the students how to gather and arrange material not hitherto brought together in one place, and those meriting publication continue to meet a demand from many parts of the world.

Subjects of bibliographies submitted to the examiners during the period under review include the following (those marked * have so far been accepted for publication in due course): *South African Native life and problems: modern status and conditions, 1950-58 (supplementing Schapera's *Select bibliography of South African Native Life and problems*, Oxford Univ. Press, 1941); the Cape Coloured people, 1945-50; Namaqualand; Die Groote Kerk, Kaapstad; the Khoi Khoi (Hottentots); Education in Natal; Poliomyelitis in Southern Africa, 1940-58; Boeke van Nederlandse letterkundige aard aan die Kaap gedurende die tydperk 1700 tot 1850; South African novels translated; *South African artists, 1900-58; the Colony of Natal to the Zulu War, 1843-78; the Nationalist Party in South Africa, 1910-58; *Rock paintings and petroglyphs of South and Central Africa, 1947-58; Alcoholism, with special reference to South Africa; *African education in the Federation of Rhodesia and Nyasaland, 1890-1958; Bilharzia South of the Sahara, 1940-58; the History of Natal, 1881-1911; Register van ongebu-

delde Afrikaanse gedigte in *Die Huisgenoot*, Jan. 1935–Desember 1939.

A South African bibliography compiled by Mr. J.C. Quinton, of the Library of Parliament, as part-requirement for the Diploma of the London School of Librarianship (University College London) should also be noted here: the subject was the *Anglo-Boer War of 1881*. It has not yet been published.

Mention should also be made of the fact that students at the recently established library school at the University of Witwatersrand are required to undertake a project of a bibliographical nature, which may however be completed within three years of registration. They may include approved indexing projects, as well as student bibliographies of a more formal kind.

(b) *Systematic bibliographic, buying and reading-lists*

Noteworthy among reading-lists compiled this year was the list of recommended books about South Africa for which Mr. H.M. Robinson, Organizer of the Transvaal Provincial Library Service, was responsible: it was published by the American Library Association,¹ and deserves to be widely consulted. Once again the C.S.I.R. Library Division produced a number of useful annotated reference lists "together with technical notes and advice on how to produce the literature cited", on such subjects as: the damming of water for irrigation and power projects; document reproduction: brickmaking in South Africa; drive-in theatres; the removal of tree stumps with special reference to methods of chemical eradication. City Libraries in Cape Town, in addition to issuing many senior and junior subjects lists, produced a buying list for standard and light fiction which may be of particular use to other growing public library systems. The Cape Provincial Library Service produced some handy reading lists, such as one on Alcoholism, in Rotaprint. The Natal Provincial Library Service reports the publication of a list of plays available in the Service, while the Transvaal Provincial Library Service has this year an impressive and growing list of publications, including Mr. G. R. Morris' *Die Afrikaanse*

vakliteratuur,² his *Naslaanweke vir Openbare biblioteke* (revision due in 1960), the first number of *Toneelnuus/Play news* (June 1959) and, in collaboration with the National Drama Library at Bloemfontein, a *Dramagids*, a twenty-nine page guide to play resources in that Library.

The University of Cape Town issued, as the first in its Booklist series, a 2nd revised edition of a *Guide to South African reference books*, edited by R. Musiker. The University of the Orange Free State will publish a *Lys van werke oor Afrikaanse taalkunde*; the University of Witwatersrand Library was responsible for compiling a select bibliography of works on English language and literature published in South Africa, for the journal *English studies in Africa* and another on English language and literature by South African authors, for the *Annual bibliography of English language and literature* published by the Modern Humanities Research Association.

Works in preparation, though not yet published, include Lists on South African composers and composition which are being prepared by the South African Broadcasting Corporation, towards the establishment of an Archives of South African music; and a bibliography of works by Le Vaillant, and a select annotated bibliography of modern books on South Africa, by the Johannesburg Public Library.

The State Library, Pretoria, again contributed a list of translated works published in South Africa to the *Index translationum* (Unesco, Paris), and the *Afrikaans list of subject headings* being compiled by Mrs. J.C. van Rooy at the Ferdinand Postma Library, Potchefstroom University, is still in progress.

The Weather Bureau Library, Pretoria, in agreement with the World Meteorological Organization, is continuing work on the bibliography of regional meteorological literature: vol. I, Southern Africa (1949 and onwards); vol. II, Antarctica (in final stages); and vol. III, Africa (in preparation).

The Library of the Geological Survey, Pretoria, reports the completion of a bibliography and subject index of South African geology for 1957, with abstracts: this is now in the press; and of an author-arranged biblio-

¹ H.M. Robinson, With a South African flavour (A.L.A. Booklist, 54 (18), 513–21, May 15, 1958). bibliog.

² Reviewed in *S.A. Libraries*, 26 (4), 146–7, April 1959).

graphy for the period 1936-56, supplementing A.L. Hall's standard bibliography for the years 1921-35: this supplement is still in preparation.

(c) *Catalogues of special collections*

Once again the University of Cape Town Libraries are to the fore with the publication of a *Preliminary finding list of South African pamphlets in the University Libraries*, compiled by Miss E.S. Roberts. In this substantial mimeographed list, the compiler has attempted to provide a key to the mass of ephemeral-looking "bits and pieces" which accumulate in all libraries of any size, and which often contain material of considerable importance, although physically scattered in various parts of the bookstock. This finding list is to be supplemented annually; an author index would be a considerable advantage.

The University of the Orange Free State intends to compile a catalogue of books exhibited in Bloemfontein during the Union Festival, 1960: a considerable undertaking. Mr. J.G. Kesting, Senior Lecturer in Librarianship at the University of Stellenbosch, was recently responsible for assembling two exhibitions in that town: one illustrating the growth of the Suid-Afrikaanse Akademie vir Taal en Wetenskap, during its Fifty-year celebrations in July, 1959,¹ and the other (compiled in collaboration with the Committee of the Stellenbosch Public Library) an exhibition of books which were being read in Stellenbosch at the time of the foundation of the Public Library there in 1859.² Both exhibitions and their catalogues are of much more than passing interest.

A special collection of rather a different kind is the International Library of African Music (P. O. Box 138, Roodepoort), whose parent body is the African Music Society. The Library consists entirely of gramophone discs containing items of African music recorded in various territories, and a catalogue of these discs has been published.

Among the projects in hand at the Johannes-

burg Public Library are the compilation of a new edition of the List of orchestral parts and full scores in the Library, and a select list of recorded classical music, while the Africana Museum with which the Library is so closely associated published during the year a *Catalogue of commemorative medals of the Z.A.R.*, including references to the literature.

(d) *Inventories and guides to manuscript collections*

The identification and cataloguing of the medieval manuscripts in the Grey Collection at the South African Library was taken a stage further during the year by Professor Leslie Casson, who spent a year in Europe visiting many famous libraries, armed with photographs of items from the Cape Town Collections. The first fruits of his researches will appear in the September, 1959, issue of the *Quarterly Bulletin of the South African Library*, in the form of a closely-reasoned article on the provenance of the manuscripts in the Grey. Members of the Cape Branch who were fortunate enough to attend a meeting addressed by Professor Casson in May, 1959, were given an insight into the detective methods and scholarly researches involved in an enterprise of this kind and magnitude.

At the University of Cape Town Libraries, a preliminary draft inventory of manuscript collections was incorporated in the Library's Annual Report for 1957; this was revised, with additions, in the 1958 Report. Detailed inventories were also made of a large gift of manuscripts and sketches relating to Bushman paintings received from Miss Käthe Woldmann of Switzerland, and of some 800 holograph letters of 19th century figures, several of them South African, received from Miss H. M. White, of Kenilworth, Cape. To date, most of the Library's 1,600-odd manuscripts relating to Afrikaans literary personalities have been indexed in detail.

At Rhodes University, a further *List of accessions to the Cory Library for Historical Research* (List no. 13) has been completed and will shortly be published.

(e) *Compilation of indexes to books and periodicals*

Once again the leader in this field has been the Johannesburg Public Library. Indexes completed include a General index to the first edition of W.R. King's *Campaigning in Kafirland, 1853*, and an important name and subject

¹ Suid-Afrikaanse Akademie vir Wetenskap en Kuns. *Halfeeu-feesviering, 1959. Katalogus van Feestentoonstelling, Banketsaal, Stellenbosch, 24 Julie - 1 Augustus 1959*. Stellenbosch, die Akademie, 1959. *Publikasies en boekelys*, pp. 24-42.

² Stellenbosch Public Library, 1859-1959: (*Catalogue of Book Exhibition (held in the) Phillimore-Ives Hall, 10-16 June 1959*. Stellenbosch, Public Library, 1959. 24 p.

index to Donald Moodie's *The Record* (compiled by Miss Anna Smith), which will be published by Balkema as part of the reprint of this basic work later in 1959. The invaluable *Index to South African periodicals*, 1958 was also published within the period under review. Four more indexes, compiled by Eric Rosenthal and Ena Cloete, were published by the J.P.L. during the year: to John Angove's *In the early days*, Barbara Buchanan's *Pioneer days in Natal*, her *Natal memories*, and J.W. Matthew's *Incwadi yami*. The two major indexing works recorded as being in progress in last year's report – the *Index to the Cape Annexures*, 1854–1910, and the *Index to portraits in Africana books* are both nearing completion; it is hoped to publish the latter by 1960: it will be one of the most valuable reference tools in our South African bibliographical armoury. Mention may also be made here of Basil Holt's *Place-names of the Transkeian Territories*, which was published by the Africana Museum during 1959.

LIBRARY PUBLICATIONS

Once again, for the sake of completeness, we record the following publications serially issued by South African libraries during the year under review. The South African Library issued its *Quarterly Bulletin of the South African Library*, now in its fourteenth year of publication. It was joined during the year by its new companion, *Africana Nova. Africana*

notes and news (quarterly) was published from the Africana Museum, Johannesburg, under the editorship of the City Librarian, Mr. R. F. Kennedy, who is also Director of the Museum. From the Provincial systems appeared *Cape Librarian/Kaapse Bibliotekaris*, *Free State Libraries* and *Natal Libraries*. *Mousaion* was again published from the University of South Africa. *South African Libraries* and the monthly *Newsletter* of the South African Library Association continued to record news and views on library progress in Southern Africa, and an *Index* to both publications for the period July 1957 till April 1959 was circulated with the former journal in July, 1959.

Finally, the University of Cape Town Libraries, the Library of Parliament and the South African Library collaborated in the production of two further items in the Willem Hiddingh Reprint series: an extract from Sebastian Münster's *Cosmographie* relating to Africa (Reprint no. 14), and the sole surviving copy, in MS, of the African Court calendar, 1801 (Reprint no. 15).

CONCLUSION

In presenting the foregoing account of bibliographical progress in Southern Africa during 1958–9, I wish once again to thank the many colleagues who have supplied the basic information. I shall be glad to hear of any additions or omissions, which will be included or rectified in the next of these progress reports.

AFRIKAANSE LITERATUUR VAN DIE TWEDE KWARTAAL VAN 1959

deur

D. L. EHLERS

DIE WONDER VAN AFRIKAANS

Hierdie kwartaal staan ons in die teken van die „Wonder van Afrikaans”. Dwarsdeur die land is feeste gehou om die vyftigjarige bestaan van die Suid-Afrikaanse Akademie vir Wetenskap en Kuns te gedenk en terselfdertyd is die ontwikkeling van die Afrikaanse taal en letterkunde in dankbare herinnering gebring. Ek vind dit net jammer dat afgesien van al die feesvierings daar nie iets konkreets ter bevordering van die Afrikaanse taal en letterkunde gedoen is nie. Hier volg nou ’n paar boeke wat na aanleiding van bostaande gebeurtenis verskyn het.

Du Buisson, M.S., samesteller. *Die wonder van Afrikaans*. Voortrekkerpers.

Hierdie bundel dra die oordrewe subtitel „bydraes oor die ontstaan en groei van Afrikaans tot volwaardige wêreldtaal.” Dié bewering verlei my tot die versoeking om my te verwonder oor die feit dat so baie deskundige gebruikers van Afrikaans blykbaar nog nie hulleself behoorlik rekenskap gee van die presiese betekenis van die woorde wat hulle besig nie. Gelukkig is die inhoud van die boek in meer besadigde taal geskryf en bevat dit ’n waardevolle oorsig van die geskiedenis van Afrikaans.

Labuscagne, G.J. *Feesbundel*. Dagbreek.

’n Bundel opstelle waarin verskeie aspekte van die Afrikaanse taal beskryf word. Persoonlik het ek die bydrae van prof. dr. I.J. van H. Fourie oor *Die krag van die eenvoudige woord* leersaam gevind en ek wil dit sterk by ons prosaskrywers ter oorweging aanbeveel.

S.A. Akademie vir wetenskap en kuns: *Feesalbum, 1909-59*. Van Schaik.

In feestelike gewaad met sy folio-formaat en spierwit band met goue letters, gee hierdie boek,

behalwe ’n paar kort artikels, ’n oorsigtelike beeld van die geskiedenis en werksaamhede van die Akademie. Bibliotekarisse sal daarin nuttige lyste vind van die Akademie se publikasies, veral tweetalige woordelyste, asook lyste van mense wat met pryse bekroon is.

POËSIE

Du Buisson, M.S. *Die mens-Godverhouding in die Afrikaanse poësie*. Voortrekkerpers.

’n Lywige doktrale proefskrif wat die metafisiese posisie van elke Afrikaanse digter klassifiseer en bepaal. As sodanig is dit tematologies interessant, maar in werklikheid het dit niks met die gehalte van die poësie te maak nie en ’n mens vra jouself af waarom so ’n skripsie gepubliseer is en watter waarde dit nou eintlik het. Nogtans verdien die boek ’n beter band as waarin die uitgewers dit gestee het.

Smit, S.E. *Die halwe God*. Dagbreek.

Dié digbundel is deur ’n resensent bestempel as „’n voldrae ryp werk wat ontspring uit die innerlike worsteling van ’n ryk gees.” Dit mag so wees, maar met poësie wat dit wel voorgee om te wees, het dit volgens my beskeie mening, bloedweinig te maak, hoe interessant die skrywer se gedagtes ook al mag wees.

DRAMA

Brink, A.P. *Die band om ons harte*. Afrikaanse pers.

’n Drama in drie bedrywe oor die aanpassingsprobleme van ’n setlaarsgesin van 1820. Die figuur van Alida Landman, die vrou wat nie heeltemal „reg” is nie, en wat soos ’n boodskapper van onheil optree, oortuig my egter nie en bederf die geheel.

Grové, H. *Die glasdeur*. Afrikaanse pers.

'n Knap-geskrewe toneelstuk wat oorspronklik as radiodrama opgevoer is, maar wat met sy eenheid van tyd en plek miskien meer geskik is vir die verhoog. Daar is egter baie min uiterlike handeling.

Murray, M.I. Binnehof. Nasionale boekhandel.

'n Drama met 'n interessante opset en vol kontraste wat teen die verwagting in op tragiese wyse eindig. Die skielike selfmoord aan die end lyk baie ongemotiveerd en bevredig my nie.

Smit, B. *Moeder Hanna*. Afrikaanse pers.

'n Belowende debuut deur 'n talentvolle jong dramaturg. Die werk het allerweë gunstige kommentaar uitgelok. Vir my lyk die slot nie heeltemal sterk genoeg nie, maar miskien snap ek nie heeltemal die skrywer se bedoeling nie.

PROSA

Odendaal, A.A. *Man van blydschap*. N.G. Kerk-uitgewers.

Dit is duidelik 'n didaktiese verhaal wat die lotgevalle van 'n Bantoe wat die Christelike geloof aanneem, meedeel. Wat die verhaal leesbaar maak, is die direkte taalgebruik en lewendige verteltrant.

Van Blerk, H.S. *Twee stuiwers vir 'n mossie*. Afrikaanse pers.

Hierdie roman verteenwoordig 'n styging in die skrywer se jongste bedrywighede, maar het ongelukkig nog nie dieselfde peil bereik van sy beste werke van vroeër nie.

REISBESKRYWINGS

De Klerk, W.A. *'n Swerwer op die sonpad*. Nasionale boekhandel.

Dit is die soort boek waarin die skrywer m.i. op sy beste is. Behalwe Von Moltke se boeke oor hul jagavonture, bestaan daar nog nie 'n volledige geskrif oor die Angola-Boere nie. Hierdie leemte vul De Klerk nou op besonder lesenswaardige wyse.

Louw, A.M. *Agter my 'n albatros*. Tafelberg.

'n Aangename verhaal van 'n reis deur Europa waarin die skryfster op intieme wyse haar verwondering en soms ontnugtering aan

die leser deelagtig laat word. Dis verblydend om te sien dat die uitgewers die moeite gedoen het om 'n erkende kunstenaar te vra om die stofomslag en illustrasies te versorg.

SOSIOLOGIE

Cronje, G. *Man en vrou in die huwelik*. H.A.U.M.

'n Breedvoerige ontleding van huweliksprobleme waarin ruim gebruik gemaak word van die bevindings van wetenskaplike ondersoeke. Verloofdes, getroudes en welsynswerkers, sal die boek nuttig vind.

Du Preez, A.B. *Eiesoortige ontwikkeling tot volksdiens*. H.A.U.M.

Die skrywer, 'n bekende Afrikanerteoloog, sit hier sy redes uiteen waarom hy ten gunste is van die afsonderlike ontwikkeling van die volksgroepe in Suid-Afrika om hul eie geledere te dien.

Heese, K. *As die jare oopgaan*. Tafelberg. *Ek soek iemand*. Tafelberg.

Twee boekies waarvan die eerste die sosiale aanpassingsprobleme van kinders en die tweede dié van jongmense en volwassenes op simpatieke wyse uit 'n suiwer Christelike oogpunt behandel. Geen dorre dogma's nie, maar praktiese gesonde verstand spreek uit die boekies.

WETENSKAPPE

Allwright, W.J. *Suid-Afrikaanse koöperatiewe sitrusbeurs beperk*. Die Beurs.

Die skrywer wat ses-en-twintig jaar lank aan die Sitrusbeurs verbonde was, gee hier die geskiedenis van die organisasie wat deur ordelike bemaking baie daartoe bygedra het om van die sitrusbedryf een van die mees suksesvolle bedrywe van ons land te maak.

S.A. Wolraad: *Vertalende en verklarende woordeboek vir die wolbedryf*. Die Raad.

Mnr. A.J. Hanekom wat hierdie lywige woordeboek saamgestel het, het waardevolle pionierswerk verrig. In baie gevalle waar hy nuwe woorde moes skep, het hy treffend geslaag. 'n Nuttige byvoeging tot ons Afrikaanse naslaanwerke.

GESKIEDENIS

Hoge, J. *Bydraes tot die genealogie van Afrikaanse families.* Balkema.

Almal wat belangstel in Africana is bekend met De Villiers se groot werk oor hierdie onderwerp. In hierdie boek bring Dr. Hoge verbeterings aan op die gegewens van De Villiers en hy vermeld ook heelwat families waaroor voorheen geen gegewens verskyn het nie. Vir hierdie onbaatsugtige diens, verdien hy die dank van die nageslagte van daardie Afrikaanse stamouers.

Malan, D.F. *Afrikaner-eenheid en my ervarings op pad daarheen.* Nasionale boekhandel.

'n Uitstekende publiseitsprogram van die uitgewers dra seker skuld daarvoor dat ek en etlike ander lesers meer van hierdie boek verwag het as wat dit bied. Dit is geen outobiografie

nie, maar 'n beskrywing van Dr. Malan se politieke aktiwiteite met die hoofklem op die tydperk 1934-48 toe hy leier van die opposisie was en geprobeer het om die breuk wat tussen Afrikaners tydens samesmelting ontstaan het, te heel. Dit is duidelik dat die tyd ongelukkig te kort geword het vir Dr. Malan om sy boek behoorlik te voltooi en af te werk. Nogtans bly dit 'n waardevolle politieke dokument waarvoor 'n mens dankbaar kan wees.

PROTEAS

Vogts, M.M. *Proteas: ken en kweek hulle.* Afrikaanse pers.

'n Praktiese handboek vir die tuinier oor hierdie pragtige en kenmerkende Suid-Afrikaanse blomsoort. Dis ryk geïllustreer en deeglik geskryf deur 'n goed-ingeligte entoesias.

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SOME RECENT SOUTH AFRICAN BOOKS IN ENGLISH

by

MARGARET CARTWRIGHT

HUMAN RELATIONS

Du Preez, A.B. *Inside the South African crucible.* H.A.U.M. 258p.

After a private tour of Europe visiting 23 universities and interviewing 78 professors and Doctors of Theology, the author (Professor at Pretoria University) has approached the problems of South Africa from the "theological-ecclesiastical" angle. Discussing the task of theology and the church regarding racial problems in general and in South Africa in particular, and whether integration or apartheid is the satisfactory solution to co-existence between the different sections, he concludes that the only solution is apartheid, or rather, "indigenous development according to innate national characteristics with a view to national service". Supplied with photographs by the Bantu Affairs Department, the book has an extensive bibliography and excellent references, which are grouped together at the end but numbered by chapter, and for this reason difficult to use. The contents list is detailed enough to serve as an index, but the sub-headings in the text do not stand out sufficiently. There are also too many spelling errors in the text.

Natal University. *Natal regional survey, report no. 6: Baumannville; a study of an urban African community.* Oxford university press. 79 p.

A comprehensive study of a native township just North of Durban, carried out by a team of post-graduate trainees of the Institute of Social Research at Natal University. This work should be welcomed by all interested in the development of an urban African community. This abbreviated version of the original survey was prepared by Mrs. Audrey Cowley, and includes the administration of the township, family life, recreation, and the attitude

to other racial groups living in the vicinity.

National Council of Women of South Africa. *Everyday manners: European, African, Indian.* 29 p.

An interesting collection of general customs compiled by the Alice outpost of the N.C.W. The aim of the booklet is to prevent us from "too often giving or taking offence" when confronted with a strange code of behaviour. Some of the manners described include those of social introduction, entertaining, dress and travel.

NATURE AND THE NATURALIST

Cape Town. University. *Department of Botany. Trace elements in nature.* University of Cape Town, 55 p.

Trace elements to a biologist mean those elements "present in low concentrations and with some nutritional function". A symposium designed to give specialist workers a general picture of the rôle of trace elements in fields other than their own was held in the Department last year, and the papers presented have now been published. They include discussions on plant nutrition by Dr. Schütte, on soils by Dr. Amdurer, on agriculture by Dr. Roach, and on human nutrition by Professor Brock. Attractively produced in photo-litho-offset by the Photographic Department, U.C.T. Libraries, it has clear maps, illustrations and diagrams, and is well documented throughout.

Skaife, S.H. *Reminiscences of a naturalist.* S.A. Broadcasting Corporation, 40 p.

Based on six broadcast talks in 1958 this is the entertaining life of a professional biologist who began his career at the age of six or seven by collecting ants, beetles and spiders in match-boxes, for which he was severely thrashed by his father. This early setback did not deter him

from becoming a Government entomologist in the Cape and Natal, an organising inspector of agriculture and science in the Cape Education Department, and the writer of several biological textbooks, as well as of thrillers in Afrikaans. The brochure is delightfully and aptly illustrated by the fanciful pen of William Papas.

Vogts, Mavis M. *Proteas, know them and grow them: on the cultivation of South African proteaceae.* Afrikaanse pers-boekhandel. 206 p.

An informative handbook and guide for those interested in growing proteas. "It is more than a layman's handbook: it is a sound treatise on the history, identification and growing of the plants which represent the commonly accepted floral emblem of South Africa." This work has appeared in luxury and in less expensive editions. It is well produced with many illustrations, satisfactorily reproduced.

CITRUS FRUIT

Allwright, W.J. *South African co-operative citrus exchange limited: its history, policy and achievements.* S. A. co-operative exchange Ltd. 222 p.

A comprehensive history of the Citrus Exchange, written by an ex-General Manager who joined the staff as the first Field Officer in 1931, and played an important part in building up the organization of the Exchange before retiring in 1957. As the industry only became organized in 1894, most of the book describes the first attempts at co-operation, and the founding and operation of the Citrus Exchange from 1926 to 1957, and contains all that one would wish to know about the marketing policy and organization of the Exchange. There is no index, although a detailed list of contents is given.

BANKING

Bruwer, A.J. *South Africa: a case for a national gold and banking policy.* H.A.U.M. 193 p.

The author, at present in South Africa, has had experience at two American universities, where he studied South African banking problems. Part One of this treatise gives a concise account of financial development since 1787. In the second half, the author advocates that a State bank be formed to replace the

Reserve Bank, without the monopoly that the other "British" banks have in this country at the moment. References are many and detailed: errors in the text are corrected by an errata slip.

ELECTRICAL ENGINEERING

South African Institute of Electrical Engineers: Golden jubilee, 1959. The Institute. 96 p.

A well-produced commemorative publication containing much useful information, as well as portraits and short biographies of important members of the organization, including C.W. Rea Campbell (the first President), Bernard Price and H.J. van der Bijl. Illustrations are good: sources are given at the end.

SOUTH AFRICAN ENGLISH WRITING

Butler, Guy, ed. *A book of South African verse.* Oxford university press. 228 p.

Guy Butler, Professor of English at Rhodes University and a distinguished poet himself, has selected the best verse (including some unpublished work) written by South Africans "as well as any good verse written in English which in some way or other deals with the European-African encounter". Each poet is represented by more than one poem, so as to give him as fair a hearing as possible. Of the 34 poets chosen, only 12 were not born in South Africa and only eight were flourishing earlier than the nineteen-twenties. In chronological order they range from Pringle, Barter and Kipling to Sydney Clouts and Peter Jackson.

To this well-produced book with biographical notes, Professor Butler has provided an excellent introduction with a survey of the difficulties and problems peculiar to the poet writing in South Africa to-day.

Delius, Anthony. *The last division.* Human & Rousseau. 78 p.

South African politics in the 1980's are amusingly satirized by Anthony Delius, poet and journalist, who has cleverly conveyed an atmosphere of decay and downfall. Nationalist, United Party and Liberal alike come under fire. More of this kind of work written from every political standpoint could have, according to *Die Transvaler*, a "clarifying effect on the murkiness of partisanship" and teach politicians to laugh at themselves. Earlier versions of this long poem appeared in *Standpunte* and *Africa*

South; this revised version has been neatly produced by a new publishing firm whose first production speaks well for the future.

Dodd, A. D. & Faulding, C. I., eds. *The poet sings; an anthology of poetry*. Juta. 206 p.

A good-looking anthology which will appeal to children of 13 to 15 especially. The poems have been selected for their musical and narrative appeal and include well-loved poems as well as some modern poems not usually included in school anthologies. Leng Dixon's illustrations in black and green certainly add to the interest, but the use of too pale a green ink in some headings detracts from their readability. Technical imperfections include the omission of date of publication, an occasional narrow inner margin, and a poem facing an elaborate title-page, but in spite of all these the book ought to fulfil the authors' hopes and encourage children both to read and love poetry.

Rutherford, Peggy. *comp. Darkness and light: an anthology of African writing*. Drum publications. 208p.

This collection has been taken from all over Africa, including Madagascar, with special reference to South and West Africa. Many of the contributions are translations into English from African as well as European languages. The miscellany is made up of short stories, essays and poems of purely literary interest of a high standard. The theme is Africa viewed from within. At the end there are short notes about the authors, all of whom are Africans. The South African edition of this work has a preface by Father Trevor Huddleston and the English edition by Can Themba.

Venter, Frans. *Dark pilgrim*; tr. by Gerald and Walter Gordon. Collins. 255p.

This English translation of the original *Swart pelgrim* has been well done. It tells the story of a young African who through economic difficulties leaves his family in the Reserves to seek employment on the Johannesburg gold-mines. The following events tell of terror and confusion experienced by this black pilgrim in a white city, until finally he leaves the city and returns to his native hills. The translation has lost none of the simplicity of the original, although the use of the historic present, natural enough in Afrikaans, merely becomes irritating when retained as English idiom.

ON MAKING SPEECHES

Martin, A. McB. *What do I say? Speech outlines for important occasions*. The Author. 47p.

Listening to upwards of 35,000 speeches of varying quality in his capacity as instructor of public speaking in Dale Carnegie courses has certainly qualified the author to write this handy book. He has concentrated on "secondary" speech situations, i.e. speeches of introduction, votes of thanks, proposing toasts, etc., and gives a suggested outline for each situation after first noting the important points to consider.

With the aid of this neat and amusingly illustrated book businessmen and others should have no fears in the future of addressing an audience successfully.

CAPE FURNITURE

Van Onselen, L.E. *Cape antique furniture*. Timmins. 83p.

Written for the "newcomer to antique furniture collecting" by an expert on the subject, this book in a limited edition should appeal to the average person who likes good furniture. The author describes the origins of this distinctive furniture and the influence of the French and English styles on the Cape craftsmen and their work. A useful table of these styles and dates is included. A brief outline of the origin of individual pieces of household furniture and useful hints for the aspirant collector complete this readable work. Well illustrated by photographs from the Koopmans de Wet museum (Cape Town), Reinets House (Graaff-Reinet), Huguenot museum (Paarl), the Lightfoot and Inggs collection of clocks and the author's own collection, this is one of the publisher's better achievements from the production point of view.

HISTORY

Meiring, J.M. *Sundays River valley: its history and settlement*. Balkema. 188p.

The history of Sundays River valley was once described as the "story of the transformation of a Karoo thunderstorm into an orange destined for the tables of London". This readable book, although overwhelmed at times by unwontedly crowded type, is largely concerned with the human side of the citrus industry.

A brief account of the first 150 years since

the first recorded crossing of the River in 1702 brings us to the coming of J.S. Kirkwood in 1877 who first realised the possibilities of the Valley as a rich farming area with the aid of irrigation. The story of the Valley since then

has been one of struggle as well as success – the ostrich feather scheme, the land settlement and conservation schemes and finally the establishment of the citrus industry. Well documented with map, plates and index.

“Partnership offered in one of the oldest Bookseller’s businesses in Johannesburg – approximately £2500/£3000 wanted – suit retired librarian, schoolmaster, legal man or woman. Terms could be arranged”. Reply: “Partnership”, Box 2641, Johannesburg.

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BOOK REVIEWS AND LIBRARY NEWS

Mevisen, Werner. *Büchereibau: Public Library Building*. Essen, Heyer, 1958. 256 p.

Here is an attractive and useful newcomer to the literature of library building and interior layout. Bilingual (alternately in German and English), it is lavishly illustrated with photographs and plans from Germany, Scandinavia and the United States with appropriate comment and criticism in the text.

In his introduction, the author, who is a library building consultant and writes from the point of view of one, explains why he has selected the above countries; there have been so many new and interesting libraries built in the United States, while Germany and Scandinavia have pioneered in the imaginative use of modern furnishings.

The book is well and logically presented, taking the reader through all the steps of library planning, including children's, school and young people's libraries to conclude with an interesting chapter on library furniture.

The author stresses the importance of creating a friendly appearance in the interior of the library and he is keen on the idea of a "market place", an area where library members can meet informally but with serious cultural purpose in mind. Through this, it is hoped, the library will become "the socio-intellectual centre of the community". A theory of planning the library by zones for book selection, browsing, and study and information, is constantly developed.

Some of the theories advanced could be argued about a lot but at least they are stimulating.

The book is full of ideas and deserves the attention of anyone concerned with the provision of library buildings and furniture—not only public librarians. The English translation seems lumpy.

BRYAN HOOD.

Malan, Stephanus I., comp. *Gesamentlike katalogus van proefskrifte en verhandelinge van die Suid-Afrikaanse universiteite. Union catalogue of theses and dissertations of the South African universities, 1942-58*. Potchefstroom, Potchefstroom university for Christian higher education, 1959. 216 p. 40s.

Immediately Mr. Malan's compilation appeared, librarians in universities and other learned institutions in this country began to put it into daily use, with very real gratitude for all the hard work that had been put into it. It is, of course, a supplement to, or rather a continuation of Mr. Lewin Robinson's similar *Catalogue* which covered the years 1918-41, and we are fortunate in this country to need only two such handy compilations to cover the thesis output of our universities back to their beginnings and nearly up to this very year of 1959.

A certain initial confusion in the mind of the individual librarian is likely to arise until he gets used to Mr. Malan's abbreviations, which are not quite the same as Mr. Robinson's: for instance, in Robinson, the Library of the University of Cape Town is abbreviated to UCT, whereas in Malan it is UK; most of the differences in the abbreviations seems to be due to the Afrikaans standpoint taken up by the new compilation and South African users should find the adjustment easy; it may, however, be more difficult for overseas librarians who consult both lists. An additional, though extraneous reason for further confusion, both here and overseas, may be that in the past fifteen years librarians have grown accustomed to the very simple abbreviations of locations used in Freer's List, with their mnemonic advantages, and may be bemused for a while by memory overtones of the more familiar JU, JP, etc. of Freer.

The arrangement of a list of this kind naturally poses many problems and in his choice of the subject of an item Mr. Malan was led mainly by the department in which the work was accepted; however, he wisely gave preference (as he explains in his introduction) to the subject when the subject and department clashed. One or two arrangements struck this reviewer as a little surprising, but they are only mentioned here, in gentleness and humility, as possible suggestions for adjustment in a future edition; for instance, Dr. Gutsche's thesis on "The history and social significance of the cinema in South Africa" looks a little out-of-place under Philosophy, and although a thesis entitled "A study of the vocabulary of Jane

Austen's *Emma*" is listed under English Literature, one called "A study of the vocabulary of Jane Austen's *Sense and Sensibility*" is listed under English Linguistics.

A tremendous amount of work has gone into the three Appendixes; those listing degrees conferred by South African universities and statistics of theses and dissertations will be of great value to the National Council for Social Research, which financed the publication of this *Catalogue*. Appendix 3: Loan, preservation and publication of theses and dissertations, will be of great value to librarians looking for guidance among the varying practices of our universities in these matters.

There are many misprints in the English version of the text, and more than one errata

slip has already been issued. Certain errors in translation have also crept in, e.g. "instances" as a translation of "inrigtings". The strict impartial translation of everything can also sometimes be confusing and one may wonder what overseas librarians will make of the second paragraph of the English version of the Introduction concerning the terms "thesis" and "dissertation".

Librarians will rejoice that all the dissertations on library science listed in this *Catalogue*, although admittedly there are only two, have enjoyed publication, one in *Musaion* and the other as a book issued by the Afrikaanse Pers.

We are all greatly in Mr. Malan's debt.

HAZEL MEWS.

PERMANENCE OF BOOK PAPERS LIBRARY SUPPLIES AND EQUIPMENT

One of the most important investigations in recent years into the causes of deterioration of modern book papers has now been reported on by two American experts, working under the aegis of the Council for Library Resources, Inc. Their report and recommendations have been published in the journal *Science*,¹ and show that although attention has been given hitherto mainly to means of counteracting one of the recognized causes of deterioration – pollutants absorbed from the atmosphere – similar attention has not been given to the problems of identifying and counteracting the other recognized source of deterioration: agents left in or introduced into the paper at the time of manufacture. Preliminary experiments tend to confirm that acidity in the sizing process is the greatest single cause of the trouble, and means are suggested for stabilizing initially unstable paper. This article is of interest and importance to all librarians and students of modern book materials.

¹ *Science*, April 24, 1959, 1075–84.

Under a grant from the Council on Library Resources, the American Library Association is planning a national service to provide accurate information on the quality of library equipment and supplies. The first step in the project, known as "Library technology: a standards program on supplies and equipment" will be the collection and compilation of information regarding such standards as now exist. This information, together with a report of tests at present being carried out, will be incorporated in a handbook. A free information service, answering mail and telephone enquiries, will be established by the Association, and additional information will be published as a regular feature of the *A. L. A. Bulletin*. Long-range plans envisage the establishment of a testing laboratory and full development of research programmes.

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